DOCUMENT RESUME

ED 324 575 CG 022 830

AUTHOR Gassman, Roberta; Deutsch, Nancy
TITLE Increasing Options through Life/Work Planning: For Teachers and Counselors To Use with Young People Ages 13-18. Bulletin No. 0502.
INSTITUTION Wisconsin State Dept. of Public Instruction, Madison.
PUB DATE Aug 90
NOTE 144p.
AVAILABLE FROM Bureau for Equal Educational Opportunity, Wisconsin Department of Public Instruction, P.O. Box 7841, Madison, WI 53707-7841.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC06 Plus Postage.
DESCRIPTORS Adolescents; Career Awareness; *Career Counseling; *Career Education; *Career Exploration; *Career Guidance; Course Objectives; Curriculum Design; Curriculum Guides; Education Work Relationship; Life Satisfaction; *School Counseling; Secondary Education; Self Actualization
IDENTIFIERS Wisconsin

ABSTRACT

This workbook consists of instructional materials for teachers and counselors to use in meeting middle and high-school students' need for developing individual potential, achieving self-fulfillment, and pursuing vocational and career aspirations and effective family life. It is based on the concept of life/work planning, a discipline and a strategy that encourages students to take control of their lives and live within a world of conscious choices and maximum options. The materials are divided into 10 modules: (1) Why Life/Work Planning?; (2) Who Am I?; (3) Life Decision Making; (4) Exploring Expanded Life Roles; (5) Identifying My Skills; (6) Relating Values to Employment; (7) Relating Income Needs to Employment; (8) Investigating Occupations; (9) Enrichment through Leisure and Recreational Activities; and (10) Setting Life Goals. Each module contains a rationale, objectives, a list of materials needed, and a suggested time limit for the module, as well as specific, step-by-step instructions for workshop activities and handouts. Modules 1 to 4 are intended for Grades 7 and 8, while all 10 modules are to be used in their entirety for grades 9 through 12. The materials include a total of 30 classroom periods (50 minutes each) of activities which can be used in single or double time periods. Appended is a list of the project staff and advisory committee. (TE)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED226575

INCREASING OPTIONS THROUGH Life/Work Planning

A workbook for teachers and counselors to use with young people ages 13-18.

CG022830

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

W. J. Erpenbach

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Increasing Options Through Life/Work Planning

For Teachers and Counselors To Use With Young People Ages 13-18

Wisconsin Department of Public Instruction
Herbert J. Grover, State Superintendent

Roberta Gassman and Nancy Deutsch, Authors
Constance F. Threinen, Project Director

Revised June 1990

This publication is available from:

Bureau for Equal Educational Opportunity

Wisconsin Department of Public Instruction
P.O. Box 7841
Madison, WI 53707-7841
(608) 267-9157

Bulletin No. 0502

August 1990

Copyright © 1990 by Wisconsin Department of Public Instruction

The Wisconsin Department of Public Instruction does not discriminate on the basis of race, color, religion, sex, national origin, age, or handicap.

Table of Contents

		Page
Foreword		vii
Acknowledgments		ix
1	**Facilitator's Guide**	2
	Module 1: Why Life/Work Planning?	5
	Module 2: Who Am I?	7
	Module 3: Life Decision Making	11
	Module 4: Exploring Expanded Life Roles	15
	Module 5: Identifying My Skills	21
	Module 6: Relating Values to Employment	27
	Module 7: Relating Income Needs to Employment	29
	Module 8: Investigating Occupations	31
	Module 9: Enrichment Through Leisure and Recreational Activities	35
	Module 10: Setting Life Goals	37
2	**Table of Handouts**	
	1: Why Do We Need Life/Work Planning?	40
	2: My Favorite Activities	41
	3: My Favorite Activities – A Second Look	42
	4: All About *Me*	43
	5: Vital Statistics	44
	6: The Importance of Life Decision Making	45
	7: Values and Life Decision Making	47
	8: Differences in Decision-Making Approaches	49
	9: Decisions, Decisions, Decisions! Case Study 1	50
	10: Decisions, Decisions, Decisions! Case Study 2	51
	11: Decisions, Decisions, Decisions! Case Study 3	52
	12: Decisions, Decisions, Decisions! Case Study 4	53
	13: Decision-Making Approaches Discussion Sheet	54
	14: The World of Paid Work – True or False?	55
	15: Why Do Women Work? – Mike and Kathy	57
	16: Do Women Really Work for Pay Out of Economic Necessity? Small-Group Worksheet	59
	17: Why Are Things Changing at Home?	60
	18: Why Are Things Changing at Home? Small-Group Worksheet	62
	19: Things Haven't Worked out as I Thought They Would – #1, Lisa and Jim	63
	20: Things Haven't Worked out as I Thought They Would – #2, Jamal and Tanya	64
	21: Things Haven't Worked Out as I Thought They Would – #3, Betty	65

Table of Contents (continued)

22: Things Haven't Worked out as I Thought They Would – #4, Maria and Juan 66
23: Things Haven't Worked out as I Thought They Would – #5, Julie and David 67
24: Good Work Habits 68
25: I Don't Have any Skills: Carlos' Achievement 69
26: I Don't Have any Skills: Karen's Achievement 70
27: My Skills Checklist (Grades 9-10) 71
28: My Skills Checklist (Grades 11-12) 73
29: My Achievement Diary 77
30: Skills I Want to Use and Develop (Grades 9-10) 78
31: Skills I Want to Use and Develop (Grades 11-12) 80
32: Identifying Paid Work Values 81
33: Values Worksheet 83
34: Putting Values into Practice: A Class Debate 84
35: One Way to Estimate Income Needs 85
36: How to Compute the Cost of Purchasing a House 87
37: Pay Ranges for Selected Occupations 88
38: Top Career Choices 90
39: Resources for Investigating Occupations 91
40: Investigator's Journal 92
41: Informational Interview: Investigator's Questions 93
42: Enrichment Through Leisure and Recreational Activities 95
43: Traveling the Path of Life/Work Planning 97
44: Contract: What I Can Do Next 98

3 **Transparencies (Module 4)**
Explanations 100
World of Work 102
Traditional Family Model 103
One Parent Families 104
Women and Economic Necessity 105
Wives in Labor Force 106
Women's Work Life Expectancy 107
Comparable Work/Lower Wages 108
Average Annual Income 109
Women and Poverty 110
Occupational Segregation 111
Nontraditional Employment 112
Advantages of Nontraditional Jobs 113
Sex Role Stereotyping 114
Education Level and Earnings 115
Wisconsin Schooling and Income 116
Sources of Information 117

4 **Appendixes**

Glossary 119
Additional Resources 120
20 Facts on Women Workers 122
Section 118.13 Wisconsin Statutes 125
Wisconsin Department of Public Instruction, Chapter PI 9, Pupil Nondiscrimination 126
1981 Project Staff 132
1981 Project Advisory Committee 133
1981 Project Needs Assessment Consultants 134
1986 Project Staff 135
1990 Editors – Revision .....

Foreword

The Wisconsin Department of Public Instruction is pleased to continue publication and dissemination of materials that help teachers and counselors meet students' needs for developing individual potential, achieving self-fulfillment, and pursuing vocational and career aspirations and effective family life.

This is our third publication of *Increasing Options Through Life/Work Planning*. Hundreds of Wisconsin teachers and counselors have been trained to use the materials, and the activities are gaining popularity nationwide as well. The book has been developed from a multicultural, nonsexist perspective. Teachers tell us that the activities have engaged the interest of all types of students, including those at risk, gifted and talented, and learning disabled.

We developed this program to provide assistance to the many educators who have asked for ways to help students overcome limiting expectations for the future. To that end, we join with Wisconsin's teachers and counselors in offering these activities.

Herbert J. Grover
State Superintendent

Acknowledgments

This product was developed at the University of Wisconsin-Extension Women's Education Resources under PL 94-482 Vocational Amendments of 1976 administered by the Wisconsin Department of Public Instruction, Division for Instructional Services, Bureau for Vocational Education, Project #UWEX 0-6396/Q088. Without the editing, advertising, dissemination, and training by Constance F. Threinen of Women's Education Resources, this publication would not have reached as many students and teachers.

The 1986 revision and additional publications were made possible through federal funds granted to the Sex Equity Program, Wisconsin Department of Public Instruction, under Title IV of the Civil Rights Act of 1964. Another revision and update in 1990 was provided through Title IV Civil Rights Act funds in the Bureau for Special Needs Programs, Division for Handicapped Children and Pupil Services. Ellen Ryan began the task of reorganization.

The opinions expressed herein do not necessarily reflect the position of the United States Department of Education or the Wisconsin Department of Public Instruction, and no official endorsement by the Education Department or Department of Public Instruction should be inferred.

For further information contact:

Barbara Bitters, Chief
Cultural & Equity Section
Bureau for Special Needs Programs

First Publication Date: January 1981
Second Publication (revised): April 1986
Third Publication (revised): June 1990

What Is Life/Work Planning?

Life/work planning is a process that helps individuals develop tools for gaining and maintaining self-direction in the face of many choices. It is a step-by-step method of examining skills, values, interests, and needs. It is invaluable for surviving and thriving in a complex and rapidly changing world of employment, home and family, education, and leisure.

Life/work planning is a discipline and strategy that encourages one to take control over one's life, overcome myths, and live within a world of conscious choices and maximized options. It can help overcome traditional life and work socialization that has historically limited the options for boys and girls. It can expand adolescent role expectations and improve the life and work options of students.

Why Learn Life/Work Planning?

A myriad of complex issues face today's teenagers. Teenage pregnancy, alcohol and drug abuse, truancy, and dropping out of school are realities for many young adults and the parents, teachers, and communities that care about them. However, many teens are unaware of the impact their decisions will have upon their future life options.

Many employers express concern over the attitudes of young people toward work. Several decades of prosperity combined with longer years of schooling have permitted many young people to ignore the fact that work is still a necessity and a major satisfaction for most adults. The attitudes of teens towards work are sometimes negative. Frequently they fail to develop good work habits and to make adequate plans for education and training.

A survey completed in the mid-1980s shows that teenage girls seriously underestimate their future labor force participation. A Gallup Youth Survey found that most teenage girls plan to become secretaries, while the occupations of skilled worker, engineer, and lawyer are top career choices of boys. The effects of this kind of sex-role stereotyping in our society often leave women without life goals other than "finding a husband" and without a means of earning an adequate income.

As more women help earn the family income, men need to assume more responsibility toward home and children. Without sex equity, young men are denied the opportunity to develop the skills crucial to becoming good parents and home managers.

Young adults need resources for coming to terms with a variety of critical life decisions. They also need methods for examining attitudes and stereotypes about male/female roles in the home and family as well as in the market place. The process and skills of life/work planning can help teenagers make less restrictive choices and increase their life/work options.

What Information Is Covered In the Materials?

The materials are divided into ten modules:

1. Why Life/Work Planning?
2. Who Am I?
3. Life Decision-Making

4. Exploring Expanded Life Roles
5. Identifying My Skills
6. Relating Values to Employment
7. Relating Income Needs to Employment
8. Investigating Occupations
9. Enrichment Through Leisure and Recreational Activities
10. Setting Life Goals

How Are the Materials Organized?

Each module contains

- rationale, objectives, list of materials needed, and suggested time limit for the module.
- specific, step-by-step instructions for workshop activities.
- handouts.

What Methods Are Used In the Materials?

The materials use a variety of techniques to help participants examine personal and societal attitudes, gain increased knowledge, and develop the skills necessary for life/work planning. We believe participants "learn by doing"; therefore, the focus of the materials is experiential and participatory.

Who Is the Audience For the Materials?

We recommend that modules 1-4 be used with grades 7 and 8. Modules 1-10 have been developed to be used in their entirety for grades 9 through 12. Facilitators should use their own discretion in judging appropriateness of modules for any particular group of participants.

How Long Is the Entire Program?

The materials include a total of 30 classroom periods (50 minutes each) of activities which can be used in single or double time periods. An actual life/work planning program can be carried out in a variety of ways. A teacher might teach a semester course during school hours or even after school as an extracurricular activity. A family planning agency might conduct a series of evening sessions. A community organization might hold a three-day workshop. The materials are flexible enough to be used in a variety of settings and time frames. This revised edition contains two new modules for a total of ten.

Should I Use All the Activities Or Select a Few?

Each module contains a number of exercises the facilitator may use. Facilitators should use their own judgment in making additions, deletions, or substitutions. Although we recommend the materials be used in their sequential order, adaptations can be made based on logistics of time, setting, and audience.

What About Special Target Populations?

The materials have been developed to reflect cultural, sexual, and ethnic diversity. Facilitators may want to adapt the materials further to meet the needs of a particular racial or ethnic population. Films, role models, guest speakers, and field trips can be added to explore local cultures and supplement issues of cultural diversity. (See Appendix X for additional resources.)

What Materials are Needed?

The following is a list of materials needed to begin a life/work planning program.

- Easel and easel pad (or chalkboard)
- Felt-tip pens (or chalk)
- Overhead projector
- Set of transparencies (masters included)
- Small work tables
- Handouts for participants which have to be duplicated (master included). These could be printed on three-hole punched paper. They are listed in the appendix and are marked "handout" in the upper right corner with the module number.

What Supplemental Resources are Needed?

This program offers a variety of resources and can stand alone, but it also can build upon and complement career education, vocational, and guidance programs. Many resources exist that provide an excellent supplement to the life/work planning program.

Why Life/Work Planning?

Rationale

A successful course or workshop must begin by familiarizing participants with its purpose and content. This introductory unit is designed also to raise participants' awareness about the usefulness of life/work planning. Participants will do some fantasy brainstorming to become involved personally with the program content.

Objectives

- To share the program content, format, and purpose.
- To increase awareness of the role life/work planning can play in one's life.
- To brainstorm regarding childhood life/work fantasies.
- To become better acquainted within an open and relaxed climate. Group discussions are a basic technique in this program to enhance such a climate.

Materials

Handout 1, "Why Do We Need Life/Work Planning?"

Time

Two class periods.

Module Activities

Introduction to Program
(one period)

Step 1. Introduce program by informing participants that the purpose of this module is to teach them about the technique "life/work planning," which is a process designed to facilitate self-direction and decision-making in the face of many options. Life/work planning is not a process one implements once in one's life; rather it helps individuals develop tools that can be used throughout life. It helps people make decisions when they have many opportunities and choices. Explain that at different times all individuals have trouble making important life decisions that could have significant impact on their future home and family as well as on paid work options. State that these modules and materials are designed to assist participants with some of the important life decision-making they will have to do.

Step 2. If facilitator is working with a group of previously nonacquainted individuals, have participants introduce themselves or do a getting-acquainted activity.

Step 3. Have participants do the following exercise to become aware of some of their own life decision-making fantasies. Divide the group into pairs. Instruct each participant to elicit the following from their partners:

When you were very young, what did you imagine you would do when you grew up? Think about work and other aspects of your life as well.

Step 4. Reconvene group and instruct participants to share what they have learned.

Exercise: "Why Do We Need Life/Work Planning?"
(40 minutes) Handout 1

Step 1. Distribute Handout 1, "Why Do We Need Life/Work Planning?" and ask participants to read through the vignettes and note any situations that seem familiar.

Step 2. Facilitate discussion on how the individuals in the handout could have changed what happened to them if they had used life/work planning or decision-making skills. Ask participants to give examples from their own life experiences.

Plans for Future Modules
(10 minutes)

Step 1. Referring to the Table of Contents and the Facilitator's Guide, explain to participants how the course will be set up and what will be covered.

Step 2. Explain the words and phrases in the glossary (Appendix 1).

Step 3. Explain that this program attempts to help people break away from sex-role stereotyping, traditional ideas about what is okay for girls to do or okay for boys. Explain that the use of machines and electronic equipment and other technological devices means that it doesn't matter whether a job is done by a male or a female.

Step 4. Answer any questions.

Who Am I?

Rationale

Before participants can make important life decisions and carry out the specifics of life/work planning, they must know more about themselves and feel confident.

This unit will help participants assess their strengths, likes, and dislikes. They will also begin to identify the life patterns that they admire. The unit will attempt to build self-worth and self-esteem so that students can develop the strength and independence they will need to make future life decisions.

Objectives

- To develop a positive sense of self-worth that will act as a foundation for making future difficult life/work decisions.

- To strengthen an independent sense of self.

- To carry out a self-investigation covering:
  — likes/dislikes
  — interests
  — aptitudes
  — past achievements
  — future plans
  — strengths and skills

Materials

Handout 2: "My Favorite Activities"
Handout 3: "My Favorite Activities – A Second Look"
Handout 4: "All About *Me*"
Handout 5: "Vital Statistics"

Time

Three or four class periods.

Module Activities

Exercise: "My Favorite Activities"
(one period) Handouts 2 and 3

Step 1. Explain to participants that the purpose of the module is to help them learn more about themselves, feel confident in themselves, and be independent of others when making difficult life decisions.

Step 2. Distribute Handout 2, "My Favorite Activities," and ask participants to think first about what they really enjoy doing. Have them list eight things that they enjoy doing, then list two things that they used to like to do but no longer enjoy. Explain to participants that the activities they like to do and don't like to do can give them valuable information about their strengths and interests.

Step 3. Explain list of 13 categories at the top of the handout. For younger participants, have the whole group, with your assistance, do together the example "fishing," placing an x under each relevant item.

Step 4. After participants have completed the handout, facilitate large group discussion with group members sharing their thoughts on their findings. Stress the importance of knowing themselves, especially their likes and dislikes.

Step 5. Distribute Handout 3, "My Favorite Activities–A Second Look," and ask participants to answer independently each of the five questions. If the group does not have much ethnic/cultural diversity, this would be a good time to discuss the subject.

Optional Exercise: "Getting To Like The Way I Am"
(one period)

Step 1. Introduce exercise by explaining to participants the importance of being able to recognize one's own strengths and feel confidence and satisfaction because of them. Define compliments, which are positive pieces of feedback people share.

Step 2. Divide the large group into small groups of about five and form a circle. All other small group members then take turns being the "compliment sender." Going around the circle, all "senders" tell the "compliment receiver" two strengths or positive traits they see and like in him/her. Continue process until all small group members have had a turn to be the "compliment receiver."

Step 3: Facilitate large-group follow-up discussion covering:
- How did it feel to be receiving compliments?
- How did it feel to be sending compliments?
- Is it hard or uncomfortable to hear or accept other people's compliment? Why?
- Is it hard or uncomfortable to give compliments to other people? Why?

Step 4. Summarize importance of knowing one's strengths and being able to feel confident.

Exercise: "All About Me"
(one period) Handout 4

Step 1. Introduce "All About Me" exercise. Explain that this exercise will give participants further information about themselves and the influence of others on self-esteem and self-worth.

Step 2. Have participants complete "All About Me" sentences, Handout 4.

Step 3. Lead a follow-up discussion with the large group, using the following questions as a guide:

- Which questions were easy to answer? Difficult? (e.g., Identifying your strengths? Woman/man you admire? What you strongly believe in?)
- What did you discover about yourself?
- How does your self-esteem affect your decisions?
- How do your friends/parents affect your decisions and choices? What do you do for fun? How do you spend your time in school?
- What differences do you notice in what you look for in a female friend versus a male friend?

- What differences in others' attitudes have you felt being brought up as a male or female?
- How does your cultural/ethnic background affect who you are? (A discussion of cultural/ethnic differences might precede this question. Participants could discuss where their parents or grandparents grew up, languages spoken at home, holidays celebrated, and so forth.)

Exercise: "Role Model"
(one period) Handout 5

Step 1. Introduce exercise by explaining the importance of role models. Learning about another person's life path can give you an example or role model for dealing with the questions, decisions, problems, and solutions related to the kind of life you want to pursue.

Step 2. Have participants research the life path of someone who has achieved in a field they are interested in, either a vocational or an avocational field. Use the "Vital Statistics," Handout 5, as a guide.

Research on role models could be gathered from libraries, books, magazines, and community resources. Students may want to include pictures and related documents in their research. Facilitator may choose to use a specific autobiography or film to reflect the racial or cultural background of the participants.

Step 3. Have participants report on their findings in small or large groups according to the time available. Did the gender of the person make a difference?

Step 4. Summarize module stressing the role of self-esteem. Self esteem is important if you are to have confidence in your decisions, to resist undesirable influences, and to be an individual not quite like any other.

Life Decision Making

Rationale

This module will introduce participants to life decision-making models and prepare them for making informed, well-considered decisions. The unit will explore why people make decisions and how decisions affect future options. Participants will evaluate various approaches of decision making. The materials emphasize an awareness of sex-role stereotyping and its influence upon life options.

Objectives

- To recognize the impact of decisions on life options.
- To build awareness of how values, sex-role stereotyping, and one's culture affect life decisions.
- To increase understanding of how sexuality and sexual activity can affect all future life options, and of the importance of responsible sex.
- To increase awareness of the importance of having life goals and direction.
- To accept responsibility for self by developing life decision-making and problem-solving skills that are based on conscious choices.
- To examine one's own personal decision-making approach.

Materials

Handout 6, "The Importance of Life Decision Making"
Handout 7, "Values and Life Decision Making"
Handout 8, "Differences in Decision-Making Approaches"
Handout 9, "Decisions, Decisions, Decisions . . . Case Study 1"
Handout 10, "Decisions, Decisions, Decisions . . . Case Study 2"
Handout 11, "Decisions, Decisions, Decisions . . . Case Study 3"
Handout 12, "Decisions, Decisions, Decisions . . . Case Study 4"
Handout 13, "Decision-Making Approaches Discussion Sheet"

Time

Four class periods.

Module Activities

Introduction to Module

Step 1. Explain that the purpose of the module is to become more aware of how and why people make decisions, so that the participants will be better prepared to make decisions in their own lives.

Step 2. Explain the significance of life decision making by covering its impact upon their current lives, their education, and their future.

Exercise: The Importance of Decision Making
(one period) Handout 6

Step 1. Introduce this exercise by asking participants to jot down on a piece of paper an important decision they made recently. Facilitate a brief discussion by having participants share why their decisions were important.

Step 2. Distribute Handout 6, "The Importance of Life Decision Making," and ask students to read the story, then work in pairs to answer the questions.

Step 3. Have participants share their answers with the group. List all decisions identified. (Examples: take a babysitting job, cut study hall to go to the restaurant.)

Step 4. Have the group rank the three *most* important decisions Betsy made. Facilitate discussion on what makes decisions important to different people and how decisions can have an impact on one's future.

Exercise: How Values Affect Life Decision Making
(one period) Handout 7

Step 1. Introduce exercise by covering role of the values in life decision making. Values are the ideas on which people base their actions. The best way to understand a person's values is to look at his/her decisions and actions.

Step 2. List some of the major values held by teens.

Samples:

good health
security
companionship
adventure
knowledge
emotional strength
physical strength
religious beliefs
opinion of others
prestige and recognition
helping others
immediate pleasure
family activities
honesty
creativity
independence
money
education
responsibility

Step 3. Have the group define several of these values and give examples of decisions that adults might make differently because their values are different.

Step 4. Ask participants to jot down one value they hold, a decision related to that value, and how the decision could affect their future. (Example: Immediate pleasure. "A friend called to ask me to go to a movie. Then I remembered my dad's birthday next week, and the need to buy him a present. I can't afford both. What a dilemma!")

Step 5. Distribute "Values and Life Decision Making," Handout 7, and ask participants to read the story. Have participants work in small groups to answer the questions at the end of the story. Tell them that they may use the list of values on the easel (or chalkboard) for answering the questions; however, they also may want to consider other values.

Step 6. Have participants share their answers with the group. Facilitate discussion covering

- how values become important.
- how values are affected by being female or male.
- how values about sexual activity are affected by being male or female, and the options about sexual activity.

Exercise: Differences in Decision-Making Approaches
Part I (one period) Handout 8

Step 1. Introduce this section by explaining that different people use different decision-making approaches depending upon the situation. Write the eight different approaches for making decisions on the easel or chalkboard

impulsive	delaying	intuitive	fatalistic
compliant	agonizing	planning	no risk

Step 2. Distribute handout 8, "Differences in Decision-Making Approaches," and ask students to read it over and answer the questions at the end on their own. Facilitate large-group discussion with participants sharing their thoughts on the story in the handout. Have the group give examples of the eight different decision-making approaches. Discuss.

Step 3. Have participants jot down a decision-making situation they faced recently, what they decided, which strategy they used, and why they used it. Discuss.

Exercise: Differences in Decision-Making Approaches
Part 2 (one period) Handouts 9, 10, 11, 12 and 13

Step 1. Divide students into small groups, giving each group a "Decisions, Decisions, Decisions . . . Case Study," Handouts 9, 10, 11, or 12. In small groups have them read their case study and answer the three questions.

Step 2. Have each small group summarize the case and report their answers to the large group. Lead discussion focusing upon how values about what is right and wrong for females or males affect decisions.

Step 3. Distribute "Decision-Making Approaches Discussion Sheet," Handout 13. Ask participants to quickly answer questions on their own. Use the responses as a basis for large-group discussion.

Step 4. Summarize the module, stressing the importance of making well-informed decisions for a life of full options, which is unhampered by sex-role restrictions.

Exploring Expanded Life Roles

Rationale

Before participants learn the specifics of life/work planning, it is essential that they explore the concepts of traditionalism, sex-role stereotyping, and dual life roles.

Participants will be affected in their lives by changes happening in the world of paid work as well as changes happening in the world of home and family. These changes will find most participants living very differently from the traditional patterns in this society. Most women will be not only full-time homemakers; they also will wear a wage-earning hat out of necessity. And most men will not be only paid workers; they also will wear a home and family hat out of necessity. An understanding of such expanded life roles will better prepare participants to make important future life/work decisions.

Objectives

- To examine societal attitudes about men and women in relation to paid work and home and family.
- To explore the concept of nontraditionalism; i.e., the idea of breaking away from traditional behavior.
- To create awareness of the realities and responsibilities of dual roles and clarify that both men and women will share equal responsibility for home, family, and paid work.
- To develop an awareness of changes in the world of paid work, especially the extent of women's participation in the paid labor force.
- To clarify the fact that most women who work for pay do so out of economic necessity.
- To show that most women work in segregated, low-paying, low-status, dead-end jobs.
- To show how to avoid the present reality by which women have become the most numerous victims of poverty.
- To develop an awareness of changes in the world of home and family responsibilities and the complexity and importance of necessary home management skills.
- To raise awareness of the unexpected situations that can arise in one's life, forcing one into unplanned, nontraditional, expanded life roles.

Materials

Handout 14, "The World of Paid Work – True or False?"
Handout 15, "Why Do Women Work? – Mike and Kathy"
Handout 16, "Do Women Really Work For Pay Out of Economic Necessity?" (small group worksheet)
Handout 17, "Why Are Things Changing At Home?"
Handout 18, "Why Are Things Changing At Home?" (small group worksheet)
Handout 19, "Things Haven't Worked Out As I Thought They Would – 1, Lisa and Jim"
Handout 20, "Things Haven't Worked Out As I Thought They Would – 2, Jamal and Tanya"
Handout 21, "Things Haven't Worked Out As I Thought They Would – 3, Betty"
Handout 22, "Things Haven't Worked Out As I Thought They Would – 4, Maria and Juan"

Handout 23, "Things Haven't Worked Out As I Thought They Would – 5, Julie and David"

Transparency Presentation: "The World of Work" (Transparencies 1-16)

Time

Five class periods.

Module Activities

Introduction to Module

The purpose of the module is to explore the changes happening in the world of paid work as well as changes happening in the world of home and family. An awareness of these changes will better prepare participants to make future life/work decisions. Explain to participants that dual life roles or expanded roles refer to the growing trend that will find most adults in the future managing a combination of major life roles. Most women out of necessity will have home and family responsibilities as well as paid work responsibilities. And most men out of necessity will have paid work responsibilities as well as home and family responsibilities.

Introduction to Concepts Regarding Sex-Role Stereotyping
(one period)

Step 1. Explain to participants that they are now going to explore societal attitudes that exist about females and males.

Step 2. Have the students think about the ideas people have about what kinds of paying jobs are "appropriate" for females and what kinds are "appropriate" for males. Elicit from participants all the "women's jobs" that come to mind and record on one side of easel or chalkboard. Elicit from participants all the "men's jobs" that come to mind and record on other side of easel or chalkboard.

Participants will probably come up with the following type of list:

Female Employment	Male Employment
secretary	doctor
teacher	lawyer
social worker	carpenter
nurse	factory worker
waitress	truck driver

Step 3. Ask participants to think about the ideas people have about which home and family tasks are "appropriate" for females and which are "appropriate" for males. Elicit these from participants and add to women's and men's list on easel or chalkboard.

Home and Family Tasks

Women's Work	Men's Work
cooking	taking out garbage
cleaning	fixing things
childcare	yardwork

Step 4. Facilitate large group discussion on sex-role stereotyping covering the following points:

- Most sex-role stereotypes come from times when men's physical strength was required for many production tasks on farms and in factories; women's work in processing food and fiber was done in the home in combination with caring for family members. In wealthy families where work was done by servants or slaves, women were expected only to be decorative and entertaining.

- By implying that there are certain things that men and women should and should not do, sex-role stereotypes limit the options of both females and males. In reality, males and females can and should do things from either list so that both can be economically independent and both can enjoy contributing to the unpaid work involved in home and family life.

- Traditional notions of what is "appropriate" for females do not adequately prepare one for the world of paid work.

- Traditional notions of what is "appropriate" for males do not adequately prepare one for the world of home and family.

- Everyone suffers under stereotyped notions of what males and females "should" do. Equality brings more satisfaction.

- Jobs in which men are employed in high proportions offer higher wages.

Exercise: Changes in the World of Paid Work
(two class periods) Handouts 14, 15, 16 and Transparency Presentation

Step 1. Introduce this section by explaining to participants that there have been some major trends emerging in the world of paid employment over the last few years.

Step 2. Ask participants to get into a statistical frame of mind by filling out a brief quiz, which will not be handed in. Distribute "The World of Paid Work—True or False?" Handout 14. Ask participants to complete quickly. Discussion of the true and false quiz can be delayed until after the transparency presentation, "The World of Work is Changing."

Step 3. Show the transparency presentation, "The World of Paid Work is Changing." In presenting a transparency, it may be preferable to read a part of it and then give some commentary to help the students understand the impact of the statistics shown. Discuss each transparency.

Step 4. Summarize the transparency presentation. Discuss the true and false quiz in Handout 14.

Step 5. Explain that the group will now do an exercise to explore if it's really true that women have paying jobs out of economic necessity. Distribute "Why Do Women Work? – Mike and Kathy," Handout 15. Ask participants to study both pages of the handout and do the worksheet. Discuss: Can Mike and Kathy currently live on one income? Why do women work?

Step 6. Put participants in small groups of four to five and distribute "Do Women Really Work for Pay Out of Economic Necessity?," Handout 16. Ask them to answer as a group all of the questions on the worksheet. Have small groups share their answers with the large group.

Step 7. Summarize discussion, stressing that in today's economy even many married women must work for pay out of economic necessity.

Changes In The World of Home and Family
(one period) Handouts 17 and 18

Step 1. Introduce this section by saying that there have been various new trends which are changing the world of home and family. People are marrying later; people are staying single by choice; more married women are working for pay outside the home, mostly full-time. This means that more people, both men and women, are having the combined responsibilities of both home and family and paid work.

Step 2. Explain to participants that they will do an exercise that will help them examine this new trend of changes at home. Distribute "Why Are Things Changing At Home?," Handout 17. Ask participants to read each of the three situations and answer the questions.

Step 3. Divide into small groups and distribute "Why Are Things Changing At Home?," handout 18. Ask them to answer the questions on the worksheet.

Step 4. Have small groups share their answers with the large group.

Step 5. Facilitate summary discussion on why it is critical to develop dual life skills.

Preparing For The Unexpected
(one period) Handouts 19, 20, 21, 22 or 23

Step 1: Introduce this section by explaining that many of us don't really believe that we'll have to prepare for dual life roles because we think we'll be the exception. However, there are many unexpected, sudden situations that can come up in our lives that can force us into expanded or nontraditional life roles.

Step 2: Explain to participants that they will do an exercise designed to raise awareness about the unexpected serious situations that can come up in one's life. Divide participants into five small groups. Give each group a copy of one case study in "Things Haven't

Worked Out as I Thought They Would," Handouts 19, 20, 21, 22, or 23. Ask each group to read its case study and answer the four questions on the sheet.

Step 3: Have a reporter from each small group report to the large group, describing the situation they worked on and their answers to the four questions on their sheet.

Step 4: Facilitate a summary large-group discussion on why it is essential to prepare for dual life roles.

Identifying My Skills

Rationale

This module will help students focus on their own life/work planning, beginning with an examination of skills. Some may need help in understanding the importance of basic skills and good work habits. All need to understand the concept of transferable skills and learn to translate these skills into educational and vocational choices. Past achievements are a means of examining the skills one has and would like to develop.

Objectives

- To develop an awareness of current skills that relate to future life roles.
- To identify skills one wants to develop and enhance.
- To cluster information about skills and how they relate to course selection and occupations.
- To recognize that attainable skills are not dependent upon one's gender.
- To understand that skills are transferable.

Materials

Handout 24, "Good Work Habits"
Handout 25, "I Don't Have any Skills" – Carlos' Achievement
Handout 26, "I Don't Have any Skills" – Karen's Achievement
Handout 27, "My Skills Checklist" (grades 9-10)
Handout 28, "My Skills Checklist" (grades 11-12)
Handout 29, "My Achievement Diary"
Handout 30, "Skills I Want to Use and Develop" (grades 9-10)
Handout 31, "Skills I Want to Use and Develop" (grades 11-12)

Time

Four class periods, plus homework assignment.

Module Activities

Introduction to Module

Step 1. Explain that the past modules have looked at the lives of other people, their decisions, and the consequences. This module will focus on the individuals' own life/work planning, beginning with skills identification and good work habits. Many teachers and employers have expressed concern over poor work habits among students. Part of this exercise has been excerpted from the Parker Project. The Parker Project was a joint project between the Wisconsin Department of Public Instruction and the Parker Pen Company, Janesville, Wisconsin, designed to expand education for employment and build business, industry and education partnerships. The Parker Project employers and employees expressed opinions regarding their expectations of the schools' programs in preparing young people for employment. The summary survey indicates high ranking of good work habits as a requirement for work success.

Step 2. Explain that people's skills are important for both their work and their recreational satisfactions and success, and that good work habits are primary skills that underlie the more advanced skills. Read aloud the following statement from an essay written by Albert Pitts, Director of Vocational Education for the Racine Unified School District, for the Parker Project.

"Students need mastery of basic skills prior to entering into an occupational preparation program . . . Desirable personal and job-related qualities will . . . remain constant in the future. Employers will want job applicants who have good work habits and who are willing to produce the quantity of work expected of them. They will continue to value dependability, responsibility, initiative, and judgment."

Exercise: Good Work Habits
(one period) Handout 24

Step 1. Have students fold the page backward vertically along the double line so as to hide the Employer's Ranking column. Have the students rank the skills in the other column from 1 to 29, one indicating the skill most valuable to an employer.

Step 2. When they are finished, have them open the page to compare their ranking with that of participants in the Parker Project survey. Explain that these were skills that high school graduates or dropouts lacked which caused them to be unsuccessful in their employment or lose their jobs.

Exercise: I Don't Have Any Skills
(one period) Handouts 25 or 26

Step 1. Introduce concept of transferable skills. "One important part of life/work planning is to identify what skills you have, enjoy using, or would like to develop. We're going to be looking at transferable skills—skills that could transfer to a variety of different jobs, hobbies, or fields." Example: A person who is good at repairing things could transfer those skills to engineering , mechanics or appliance repair.

Step 2. Explain to participants how achievements can be used to identify skills. One way of identifying transferable skills is to look at past achievements or accomplishments. Achievements can be analyzed to point out areas of demonstrated skills and abilities. This can be difficult because natural abilities are often taken for granted. Give examples of how some people minimize their achievements and skills through telling themselves things like "Anybody could have done that" or "Compared to others it's no big deal."

Step 3. Introduce handout 25 or 26 "I Don't Have Any Skills" exercise. Many students assume they don't have any skills. This exercise will help to overcome that barrier and misconception about themselves. Read the vignettes on Carlos or Karen.

Step 4. Distribute Handout 27 or 28 (depending upon grade level). Lead participants through skills list to determine what skills were used in the sample vignette. Each participant should mark (x) skills used under the column labeled "sample."

Step 5. Ask for feedback on the exercise. Was it difficult? Easy? Do you often assume you don't have skills? Summarize exercise. Explain to participants that skills can be found in a number of different life areas, i.e. hobbies, school, part-time jobs, or volunteer activities. Stress the importance of looking for nontraditional achievements to increase options and get a broad range of skills.

Exercise: My Skills Checklist
(one period) Handout 27 or 28

Step 1. In the last exercise the achievements of others were analyzed for competencies and skills. This exercise will focus on individual achievements.

Step 2. Have participants take out a sheet of paper and make a list of life accomplishments, choosing from hobby, school, personal, and volunteer areas. Review definition of accomplishments/achievements and the barriers to identification. An achievement does not have to be something the participant did better than anyone else. Emphasis should be on taking pride and satisfaction in the achievement. Examples: learning to ride a bike, taking care of younger children or those with handicapping conditions. Instruct participants that their lists should include at least four achievements, one of which is nontraditional for their sex. A longer list of achievements will give more breadth to the process.

Step 3. Ask students to pick one of four achievements and jot down a few paragraphs or notes to remind them of all the steps that went into that achievement. The remaining three achievements will be used later in the homework assignment.

Step 4. Return to Handout 27, "My Skills Checklist," for grades 9-10, Handout 28 for grades 11-12. This will be used as a tool with the skills identification process. Ask each student to mark (x) skills they used in this achievement under the column labeled "Skills I Have and Enjoy Using."

Step 5. Instruct participants to review the skills checklist to see if there are skills not marked that they would like to add now. Explain the importance of identifying skills they enjoy using, skills that give them a sense of satisfaction. Have participants go over the skills checklist once again, marking (with a different color) the skills they most enjoy using. This will give a graphic view of the most enjoyable, transferable skills.

Step 6. When participants have completed the skills checklist, use the following as a guide for discussion:

- What did you learn about yourself in this exercise?
- As you look at the skills checklist, which categories do you think boys are encouraged to develop? (i.e. manual skills)? Which categories are girls encouraged to develop (i.e. helping skills)?
- In which categories are most of your skills?
- Do these categories suggest sex-role stereotyping? Cultural stereotyping?
- In which categories do you have very few skills? How would these deficiencies affect your vocational opportunities? Family and home responsibilities?
- Are your math skills adequate? Without two or more years of high school math, the number of possible majors at many colleges and universities are limited.
- What courses would help you develop the skills you need?

Step 7. Summarize exercise. Let participants know they will be taking a closer look at the skills they have and would like to develop in future exercises.

Homework Assignment (all grades)
Handout 29

Step 1. Review the directions for "My Achievement Diary," Handout 29. Instruct participants to include the achievements they listed in Step 2 of "My Skills Checklist" exercise, along with skills used in each. Participants can use the skills checklist Handout 27 or 28 and suggestions from others (i.e., friends, counselors, parents) as a guideline.

Step 2. Answer any questions regarding homework assignment.

Exercise: "Skills I Want To Use and Develop" Grades 9-10
(one period) Handout 30

Step 1. Ask for any feedback on homework assignment.

Step 2. In large group have participants return to skills checklist (Handout 27) and mark (x) the skills they would like to develop. Encourage students to be aware of skill deficiencies and how they may affect life/work options, particularly in fields requiring mathematics and science.

Step 3. Distribute Handout 30, "Skills I Want to Use and Develop" and review directions with class. Have participants complete form individually.

Step 4. After the exercise is completed, ask a few participants to share their answers from worksheet. Discuss ways in which participants could develop skill areas, i.e. vocational courses, part-time job, volunteer work, apprenticeships, coursework.

-OR-

Step 5. Summarize module. Stress the importance of skill identification as an ongoing activity. Emphasize importance of developing a wide range of skills for managing both home and family responsibilities and vocation. Examples: balancing a checkbook, understanding insurance programs, caring for children, making repairs.

Exercise: "Skills I Want to Use and Develop" Grades 11-12
(one period) Handout 31

Step 1. Ask for any feedback on homework assignment.

Step 2. Returning to Handout 28, have participants mark (x) the skills they would like to develop. They should use the handout to complete Handout 31, "Skills I Want to Use and Develop." The four outer blocks should be labeled with skills from handout 28, such as helping, communication, educating, instructing, leading/managing, numerical/detail, physical/manual, problem-solving/research, and creative/artistic skills. The four skill blocks should be those most needed in the related occupations identified in the center block.

Step 3. Since some participants may find this difficult, working in pairs may expedite the exercise. An example that can be used on the board follows Handout 31 in the handout section. Discuss Karen's (or Carlos') skills and possible related occupations.

Step 4. In identifying the specific skills for the four blocks, suggest to the students that they select two skills they already have or enjoy and two skills they want to develop from those they previously checked on handout 28.

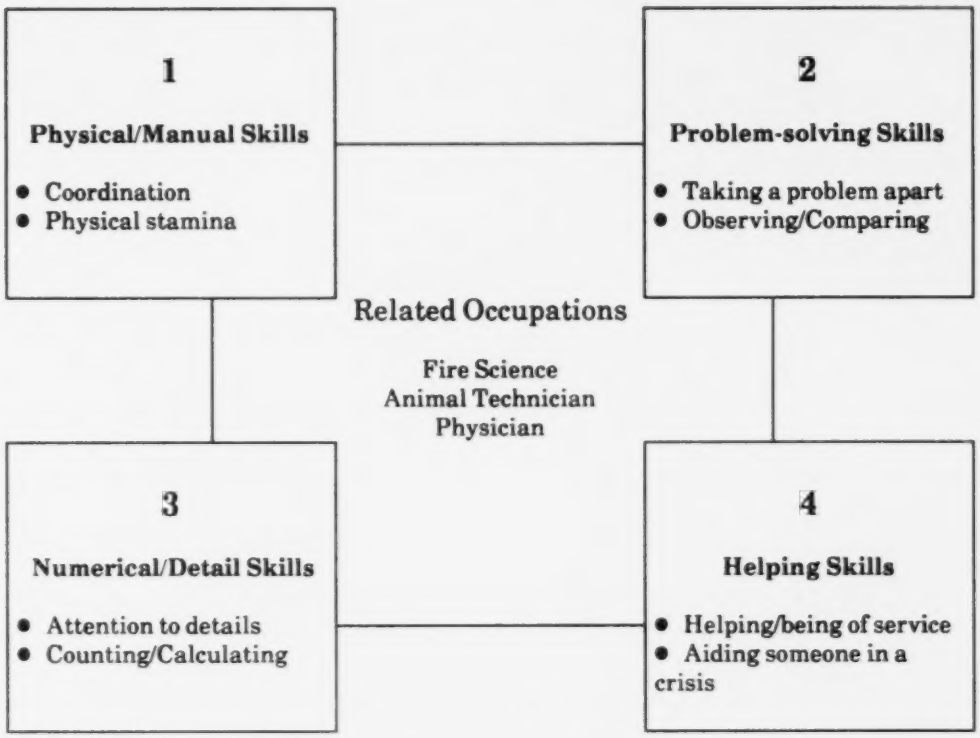
Step 5. Review occupations that would require the specific skills identified and list them in the center block. Try to get at least three, preferably five. Although the specific occupations may not be related, the skills needed to succeed in the occupations will be similar.

Step 6. When handout 31 is completed, ask for several volunteers to share their skills clusters with the large group. Lead group discussion in giving additional feedback and brainstorming other occupational possibilities. Discuss ways in which participants could develop skill areas, i.e. vocational courses, part-time job, volunteer work, apprenticeships, university coursework and degrees. You might ask the following questions.

- Have participants included nontraditional options?
- Do the occupations they are considering point to areas where they will need to develop skills?
- What coursework would help prepare them?

Step 7. Summarize module. Stress the importance of skill identification as an ongoing activity. Emphasize importance of developing a wide range of skills for managing both home and family responsibilities and vocation. Examples: balancing a checkbook, understanding insurance programs, caring for children, making repairs.

The following chart clusters the skills of aren," Handout 28, from the vignette example. Facilitator may want to draw this on board as a model for participants to follow in completing Handout 31.



Relating Values to Employment

Rationale

Participants need to assess their own value system and understand how values relate to occupational choice. Knowing individual values and needs can help clarify educational and vocational choices.

Objectives

- To identify values and needs that can be satisfied through a paid work environment.
- To raise awareness of values as they relate to occupational choices.
- To understand that values can point to career directions.
- To raise awareness of value conflicts and how they affect occupational choices.

Materials

Handout 32. "Identifying Paid Work Values"
Handout 33. "Values Worksheet"
Handout 34. "Putting Values Into Practice: A Class Debate"

Time

Two class periods.

Module Activities

Introduction to Module
(one period) Handouts 32 and 33

Step 1. Introduce module and the importance of clarifying values as they relate to work. In the last module skills were identified that should give some clue to fields and occupations to explore. In this module, time will be spent identifying the student's value system and how individual values relate to occupational choice.

Step 2. Explain the three different values categories as developed by H. Figlee, *The Complete Job Search Handbook*, Holt, Rinehart, and Winston, 1979. They are

Enjoyment—You choose this paid work because it is rewarding in itself; just being involved in the activity is a payoff (for example, painting a picture for the sheer pleasure of it).

Working Conditions—You choose this paid work because of what goes with it—high pay, long vacations, a chance to get training. The reward is outside the activity itself.

Serving Society—You choose this paid work because you believe it will help others—your community, society, etc. An example would be working for a cause you believe in, such as developing new energy resources.

Step 3. Explain that this exercise will help participants identify the paid work values that are important to them. Distribute Handout 32, "Identifying Paid Work Values." To enhance this exercise, the students could use a plus (+) mark for values that are somewhat important and a minus (–) mark on the values that are not important to them after the two most important values are identified.

Step 4. Pass out Handout 33, "Values Worksheet," and have participants complete it.

Step 5. Lead large group discussion of handouts 32 and 33 using the following questions as a guide.

- What did you find out about what you value in paid work?
- How did your values match up with occupations you are interested in?
- Are there values you may have to sacrifice to pursue your interests?
- Can you see any ways in which sex roles have influenced your value choices? Did only girls choose helping people? Did only boys choose high pay and advancement?
- How might home and family responsibilities affect paid work values five years from now, ten years from now? (i.e., marriage, children, economy, divorce)
- How do your parents' values differ from yours?

Step 6. Summarize exercise. Encourage participants to keep their values in mind as they hear about different kinds of occupations.

Exercise: "Putting Values Into Practice—A Class Debate"
(one period) Handout 34

Step 1. Explain to participants that actions often clearly demonstrate what we truly value as in the saying, "Actions speak louder than words." Sometimes values compete or are in conflict. This is often the case in making vocational choices. In the following exercise participants will get a chance to come to terms with such a dilemma.

Step 2. Give directions for large group debate. Divide the participants into three groups: team (1), team (2), and the observers. Distribute Handout 34, "Putting Values Into Practice." Each team should be assigned to advocate for one of the jobs Rosa is considering. The observers can make notes and contribute their ideas in Step 4. Students may have trouble getting started. Be prepared with key issues to stimulate debate.

Step 3. After the major points in the debate have been presented and discussed, call time. Ask for feedback from observers and each of the teams.

Step 4. Lead discussion using the following:

- Which of Rosa's values are in conflict?
- How could she clarify her most important values and help resolve the conflict?
- What happens when values clash?
- Can you think of a similar values clash from personal experience? What was the conflict? What was the result?

Step 5. Summarize module. Explain that there are no right or wrong answers. Remind participants that although values may not tell exactly what kind of paid work to do, they give important information about what to look for when considering occupations. Encourage participants not to limit their value selections by sex-role stereotypes.

Relating Income Needs to Employment

Rationale

After considering skills and interests as they relate to occupational choices, students need also to think about their income needs. While wide variations in lifestyle exist even among people of the same income bracket, it is obvious that income is a major factor in the lifestyle of individuals and families. This module presents an opportunity for participants to increase their awareness of income needs and the earning potential of various occupations for providing a desired standard of living.

This module should also help participants to be realistic about the need of many families for two incomes. It should encourage young women to prepare themselves for many years of employment.

Objectives

- To consider an acceptable standard of living.
- To be aware of the costs of various standards of living.
- To learn about the wages and salaries of various occupations.

Materials

Handout 35, "One Way to Estimate Income Needs"
Handout 36, "How to Compute the Cost of Purchasing a House"
Handout 37, "Pay Ranges for Selected Occupations"

Time

One class period, plus homework assignment.

Module Activities

Exercise: Income Needs
(one period) Handouts 35, 36, and 37

Step 1. Explain that in the last module, skills and attitudes were assessed as to how they related to various occupations. Such considerations are very important to future job satisfaction and income.

It is not easy to judge how important an individual's pay is to future happiness. Few people make occupational choices on the basis of pay alone. They make trade-offs among many factors involving job satisfaction, income, and job requirements. Nevertheless, any particular lifestyle depends to some extent on the income available. For that reason it is wise to think about anticipated adult lifestyle.

Step 2. In Module 4, handout 15, the budget for several young couples just starting out was presented. It listed the following items:

Rent	$225	Doctor	$ 10
Utilities	40	Dentist	10
Telephone	20	Clothes	10
Car loan, gasoline, and insurance	137	Cable TV	8
Groceries	130	Furniture and equipment	35
Small personal needs	85	Emergency and savings	40
Entertainment	65		

This budget is typical of almost all family budgets in that housing (rent or mortgage) is by far the largest expenditure. Housing costs in this exercise provide a very rough estimate of the income needs for a family of the future. Make two different estimates: one for early years and one for a later time when income should be higher. Do the computations and selections on these handouts individually. The results will be useful in considering occupational choices.

Step 3. Distribute Handout 35, "One Way to Estimate Income Needs," and Handout 36, "How to Compute the Cost of Purchasing a House." Walk through the steps in class. Suggest that the students talk to their parents or other adults in completing the worksheets. Assign both as homework.

Step 4. Review the computations for handouts 35 and 36.

Step 5. Based on the estimate for income needs (Handout 35) and the cost of purchasing a house (Handout 36), what is the minimal annual salary needed?

Step 6. Distribute Handout 37, "Pay Ranges for Selected Occupations." Compare and contrast the annual pay with various occupations.

- Does the annual pay range cover the estimated income needs?
- Will the salary cover the purchase of a home?
- What kind of housing unit will be affordable?

Investigating Occupations

Rationale

With the multitude of occupational possibilities and rapid change in the workforce, each individual needs to become adept at researching and investigating occupations. This module encourages participants to investigate both traditional and nontraditional occupations and teaches methods for testing various career options.

Objectives

- To teach skills necessary to research occupations, ask questions, and gather and use resource material.
- To explore how sex-role stereotyping affects career choice.
- To teach the technique of informational interviewing that will allow participants to be realistic in making occupational choices.
- To identify and explore occupational areas for which participant seems well matched (to include one nontraditional area).

Materials

Handout 38, "Top Career Choices"
Handout 39, "Resources for Investigating Occupations"
Handout 40, "Investigator's Journal"
Handout 41, "Informational Interview: Investigator's Questions"

Time

Four class periods, plus homework assignments.

Module activities

Exercise: Career Choice
(one period) Handout 38

Step 1. Explain that in the past modules students looked at their skills, values, interests, and lifestyle considerations. In this module they will have a chance to expand upon some tentative occupational choices and learn research skills for a more in-depth exploration of careers.

Step 2. Explain to participants the importance of looking at a full range of occupations, not limited by sex roles. When people explore occupations, they often fail to look at all the options open to them. Girls frequently look into what they see as women's work and boys explore men's work.

Step 3. This exercise will let students take a look at the occupational choices of high school students nationwide and determine whether aspirations of young people are changing.

Step 4. Have each participant list what he/she would guess to be the top six career choices among high school girls and the top six career choices among high school boys.

Step 5. Distribute Handout 38 "Top Career Choices" by Purdue University poll.

Use the following as a guide for discussion:

- Are you surprised by any of the top choices?
- What do you notice about the girls' top choices versus the boys'?
- How do the boys' choices differ from the girls' choices in terms of salary? Skills needed? Course preparation? Prestige or social status? Advancement?
- Why would you not want to be in a field considered "nontraditional" for your sex? Why might you?
- How does this survey compare with occupations you have considered?
- What occupations in the top career choices did both males and females select (accountant/auditor and secondary teacher)?

Step 6. Summarize exercise. Encourage participants to be aware of stereotypes regarding what is considered women's work or men's work in the following occupational exploration exercises.

Exercise: Resource Materials for Investigating Occupations
(one period, plus homework assignment) Handouts 39 and 40

Step 1. Explain that in this exercise, by using various resource materials, the students will begin to explore occupations (including two or three that are nontraditional).

Step 2. Have participants review the occupations they selected in Modules 5 and 6 on skills and values and make a list of these occupations, adding any others of interest. Have them make sure the list includes two or three occupations that are nontraditional for their sex.

Step 3. Distribute Handout 39, "Resources for Investigating Occupations." Briefly review list of resources, adding any others available through the library, career center, or guidance department.

Step 4. Distribute Handout 40, "Investigator's Journal," for participants to use as a guide. All students will need two or three pages of Handout 40, depending on the number of occupations they intend to explore. Participants may want to use school or public library, job service office, and/or community resources in exploring their selected occupations. Instruct them to pick at least two occupations to investigate with at least one nontraditional career.

Step 5. Ask for feedback on exercise. Lead discussion on "Investigator's Journal."

- What did you discover?
- What resources were most helpful? Any problems?
- Did you discover additional occupations?

Exercise: Informational Interviewing
(Two periods, plus homework assignment) Handouts 41 and 42

Step 1. Introduce the concept of informational interview. An informational interview does not involve applying for a job but instead asks for information and advice about occupations, careers, or fields of interest. A key factor in investigating occupations is learning how to gather information. The process begins by gathering and using resource materials and identifying the various areas of interest. The next step is interviewing and asking questions of people in the field. This is known as an informational interview.

Step 2. Give out Handout 41, "Informational Interview: Investigator's Questions." Explain to participants that this is a list of suggested interview questions for exploring an occupation.

Step 3. Demonstrate the informational interview through role playing. Ask for two volunteers to role play an interview in which one participant will play the role of the interviewer and will ask a few questions from Handout 41. The other participant will play the role of parent and will be interviewed about the parent's occupation. (Remember, being a homemaker is also an occupation.)

Step 4. Ask the two volunteers to come to the front of the room to conduct the interview. After about 5-7 minutes, stop the role play and ask for feedback from both the volunteers and other group members. Remind participants that learning to ask questions is an important tool for exploring careers.

Other ways to practice the interview could include having participants interview a teacher about her or his job, inviting a panel of people from the community into the classroom to be interviewed about their occupations, or interviewing students taking nontraditional courses.

Step 5. Give additional suggestions for conducting Informational Interviews, Handout 41.

- Express appreciation for her or his time.
- Look the interviewer in the eye during interview.
- Ask for a specific amount of time, i.e. 3-6 minutes.
- Record information given.
- Send thank-you note.

Step 6. Assign informational interview as homework. Instruct participants to conduct informational interviews with persons employed in the two or more occupations they researched, using the "Investigator's Journal" (to include one nontraditional occupation). If time allows, have participants work in small groups to brainstorm where they might go to conduct their interviews. Facilitator can also give assistance.

Step 7. After interviews are completed, lead large-group discussion on informational interview. Facilitator should help participants make the connection between the characteristics of traditional versus nontraditional occupations.

Lead discussion using the following questions:

- What reactions did you have to the informational interview? Easy? Difficult? Anything you would do differently?
- What difference did you find between the occupations you explored? Salary? Advancement? Social status?
- If you chose to pursue either occupation, how would this affect your course selection? Math/science preparation? (Facilitator may suggest person see guidance or vocational counselor.)
- How would pursuing either of these occupations affect your future lifestyle? Geography? Family? Household responsibilities?
- Are either of these occupations worth pursuing now? In future? Why/why not?

Step 8. After completing the interviews, participants should return to Handout 40, "Investigator's Journal" to make any additions or changes based on the information gathered in the interview.

Step 9. Summarize module. Explain to participants that investigating occupations and making vocational decisions is a lifelong task. Caution participants against getting locked into any one choice, but to work toward increasing their occupational options.

Enrichment Through Leisure and Recreational Activities

Rationale

For many people, leisure and recreational activities supply their greatest satisfactions. In planning your future, it is important to give consideration to the skills and interests that might lead to interesting activities for life-long use.

Objectives

- To consider skills and interests already developed.
- To learn about other skills and interests.
- To learn about resources for developing new skills and interests.

Materials

Handout 42, "Enrichment Through Leisure and Recreational Activities."

Time

One class period.

Module Activities

Introduction to Module

Give background. Work has been essential for most human beings as a means of survival. It has been the major factor in the adult stage of most people's lives, as a measure of ability to support dependents and oneself, and as a source of pride and self-esteem.

Recreational skills and interests give a sense of accomplishment as well as relaxation. For many people recreational and leisure activities will become increasingly important as technology changes the nature of work.

Some technology means complicated mental work. Some work can be done with push-buttons and switches. Work also means providing services. It is likely that hours of work will continue to decrease as electronic devices reduce the need for human labor. For all those groups, physical exercise and manual skills will provide badly needed relief and relaxation from the world of work. Recreation will be an important ingredient in a satisfying life.

Exercise: Enrichment Through Leisure and Recreational Activities
(one period) Handout 42

Step 1. Distribute Handout 42. Have participants list eight of their favorite activities. (If they did the exercise in handout 2, "My Favorite Things to Do," they could use that list of activities.)

Step 2. Have participants list each of those eight activities in the appropriate place under B. Skill Categories.

Step 3. Divide participants into groups of three to five. In the small groups have each participant give his or her handout to someone else. Taking turns, each one should pick out from the new list one activity that he or she knows little about but would be interested in and ask the person who listed it to tell the small group about it. Questions could cover how to do it, how often, possible difficulties, satisfactions, cost, degree of skill involved, etc. Two or three minutes for each should be sufficient.

Step 4. Have participants fill out column 2 on their own sheets, trying to include an activity in each of the categories that were left blank in Column 1. Using information from the discussion activity, complete section C.

Step 5. List in section D one of the items in Column 2 and then add to E at least a first step that could be taken to learn that new activity.

Setting Life Goals

Rationale

It is necessary for participants to put together all they have learned about themselves and about life/work planning through these training materials. This module is designed to help participants review what they have learned about themselves through the training. The module will also help the participants to look ahead and think about what the future could be like. To help them focus on making conscious choices rather than just falling into situations, the module will have them do some preliminary life/work goal setting. The participants will then be making a commitment to initiate one step toward a future life/work goal.

Objectives

- To encourage looking ahead and being prepared to follow the long-range, lifelong process of life/work planning.
- To help participants review all they have learned about themselves and the specifics of life/work planning.
- To encourage participants to set some five-year goals.
- To have students commit themselves to taking one step toward a life/work goal.

Materials

Handout 43, "Traveling the Path of Life/Work Planning."
Handout 44, "What-I-Can-Do-Next Contract."

Time

Four class periods.

Module Activities

Introduction to Module
(one period)

Step 1. Explain to participants that the purpose of the module is to help them review what they have learned about themselves as well as do some goal setting for their own life/work planning. This module is designed to help them with the essence of life/work planning: to live by conscious choices rather than by random situations.

Step 2. Ask participants to think for a few minutes about what the future will be like. Then divide the large group into groups of 5 or 6. Ask each group to talk about and decide what life will be like in ten years. They should cover such areas as working conditions, scientific advancements, entertainment, transportation, living conditions, and population. Assign one person the task of recording the group's findings. The recorder can relate the information in a large group discussion.

Exercise: Traveling the Path of Life/Work Planning
(one period) Handout 43

Step 1. Explain that this exercise will help students review what they've found out about themselves through the training so that they will now be able to look ahead and do some of their own goal setting.

Step 2. Ask participants to fill in "Traveling the Path of Life/Work Planning." They may refer to any materials from previous modules.

Exercise: Five-Year Goal Setting
(one period)

Step 1. Tell participants that they are now prepared to do some of their own goal setting in the form of writing a letter to a friend. Ask them to imagine that it is five years from the current date and to write a two-page letter to their closest friend describing what their life is like. They should mention the following issues in the letter: their employment, salary, education and training, social situation, what they do for recreation, where they live, their home and family situation, how they are managing the dual demands of home and family, volunteer work. This assignment can be done in class or as homework.

Step 2. Facilitate large discussion with participants sharing their letters and their thoughts about what they anticipate in the future.

Exercise: Contract: What I Can Do Next
(one period) Handout 44

Step 1. Ask participants to review the handout before filling it out. Then have participants fill out the contract either in class or as homework.

Step 2. Facilitate large-group discussion, having participants report their future plans.

Summary

Step 1. Make a summary statement to students about how all of the materials were designed to give them more control over their lives. All people can make better decisions and end up in better life positions by deciding a future occupation, mapping out a lifestyle, planning family relationships, developing leisure interests. Remind the students: "The Choice Is Yours!"

Step 2. Facilitate large-group discussion having participants discuss how life/work planning can help them and give them a better sense of direction.

Handouts: 1-44

Why Do We Need Life / Work Planning?

Directions. As you read through the following, note with an asterisk (*) any details that seem similar to a situation that you have known or heard of.

1. Ben's brothers had all gone to work in the family restaurant when they finished high school. Many of his other relatives had gone to work there as well—it was a family tradition. When he was in 11th grade, Ben started looking for a part-time job; and his parents pressured him to work at the restaurant too. Ben preferred working by himself rather than around a lot of people, and he really enjoyed the outdoors. But he couldn't think of anything else to do; and because he didn't want to disappoint his family, he finally went to work at the restaurant just like the others.

2. Dawn became pregnant when she was in the 10th grade. She had never considered saying "no" to her boyfriend, and she had just assumed getting pregnant would never happen to her. When she decided to keep the baby, she expected to have fun taking care of it. Now the baby seems to cry a lot and needs something all the time. She's dropped out of high school, and her parents resent having to support her and the baby. Dawn never thought motherhood would be like this.

3. Joe never thought much about his future; he just figured that things would work out. He had never checked into any training programs or colleges, and he felt that with a high school diploma he had more education than most of his friends. He never applied for any part-time jobs during high school because he felt "You're only young once!" Toward the end of his senior year everyone started bugging him and asking him, "What are you going to do, Joe?" He just said, "I don't know," and spent most of his time listening to music in his room and worrying.

4. Miyoko did well in school, but she never chose her classes too carefully. She just selected the courses that met at the best times, had the easiest teachers, and seemed like fun. Miyoko was very artistic and always felt she could be a good graphic designer. During her senior year she applied to the graphic design program at her local technical college. She was not accepted into the program because she had not taken any of the required math courses. "I never thought I'd need any math to do design work," said Miyoko to her friends.

??????????

How might these students have behaved differently if they had life/work planning and decision-making skills?

Developed by Roberta Gassman and Nancy Deutsch For Women's Education Resources, UW-Extension and Bureau for Vocational Education, Wisconsin Department of Public Instruction

My Favorite Activities

List eight activities that you like to do, activities that make you feel good or happy. Examples are fishing, sewing, swimming, etc.

Mark (X) the appropriate boxes.

What	How	Where			With Whom			How Often		Location		When	When
Response Categories:	I'm good at it	Leisure Activity	School Activity	Job Activity	Do on Own	Do with Family	Do with Friends	Do Rarely	Do Frequently	Outdoor Activity	Indoor Activity	Now	Future
1.													
2.													
3.													
4.													
5.													
6.													
7.													
8.													

List two activities you used to like to do, but no longer enjoy doing.

1.													
2.													

Source: Roberta Gassman and Nancy Deutsch for Women's Education Resources, UW-Extension

My Favorite Activities—A Second Look

Question Sheet

After completing "My Favorite Things to Do," please complete each of the statements listed below.

1. **This exercise has helped me to see that I possess the following interests, strengths, abilities, or talents:**

2. **After completing the exercise, I was surprised and pleased to find that**

3. I can now see that at least two skills/interests I would like to develop in the future are

4. I can see that my cultural/ethnic background has influenced my interests in the following ways:

5. I can see that my sex has influenced my interests in the following ways:

Developed by Roberta Gassman and Nancy Deutsch For Women's Education Resources, UW Extension and Bureau for Vocational Education, Wisconsin Department of Public Instruction

ALL ABOUT *ME*

Fill in the blanks at the end of the sentence with your immediate reaction.

1. **My parents wish I would** _____
2. **Before I die I hope to** _____
3. **Someone I trust is** _____
4. **I'd like to learn more about** _____
5. **A woman I admire is** _____
6. **I strongly believe in** _____
7. **Most of my friends don't know** _____
8. **I'm proud of** _____
9. **A person I admire is** _____
10. **I daydream about** _____
11. **What I want most is** _____
12. **A boyfriend is someone who** _____
13. **A girlfriend is someone who** _____
14. **My friends would describe me as** _____
15. **My (cultural/ethnic) background is** _____
16. **I find it difficult to** _____
17. **Compared to others I** _____

Developed by Nancy Deutsch and Roberta Gassman For Women's Education Resources, UW Extension and Bureau for Vocational Education, Wisconsin Department of Public Instruction

Vital Statistics

A Role Model For Me

Research the life path of someone who has achieved in a vocation or avocation that is of interest to you. Use this form as a guide.

Name: _____

Born: _____ _____ Died: _____

Place of birth: _____
City State County

Education: _____

_____

Field of Achievement: _____

What were the life goals of this person? _____

_____

_____

How did this person show that he/she had self-confidence? How was self-esteem and a sense of self-worth demonstrated by this person?

_____

_____

_____

What things got in the way of this person? _____

_____

_____

Did this person manage the demands of both home and family and paid work? If so, how?

_____

_____

_____

How are you like this person; different from this person? _____

_____

_____

_____

Developed by Nancy Deutsch and Roberta Gassman For Women's Education Resources, UW-Extension and Bureau for Vocational Education, Wisconsin Department of Public Instruction

The Importance of Life Decision Making

Betsy Clark, a bright 8th grader, didn't want to follow the same path as did her older sister, Mary. Mary had done well in high school and now had a scholarship to study biology at the state university. Even though Betsy was proud of Mary, she always felt sorry for her because she never had any boyfriends. Betsy also felt embarrassed for Mary because she didn't wear lots of different "in" outfits. Mr. and Mrs. Clark were not well off, and there was never that much money left over for clothes.

Because Betsy really wanted extra money to buy nice clothes, she got a babysitting job taking care of three active children every weekday from 3:30-5:30 and all day on Saturday. It was very tiring, and her parents disapproved because it cut into her study time and after-school activity time. Betsy usually used her study hall time for doing the homework she was too tired to do at night.

Most of Betsy's girlfriends cut their afternoon study hall to spend time at a nearby restaurant where they could see their boyfriends. Lately, even though Betsy didn't have a boyfriend, she started hanging out at the restaurant, too. This was making it hard for her in class, and she started getting poor grades on her quizzes.

Soon one of the boys who hung out at the restaurant, Brad, began noticing Betsy and calling her at night for answers to class assignments. Betsy gave him the answers because she really liked it when he called.

Social studies was Betsy's favorite class, and she did very well in it. Monday a big report was due, and she set aside Sunday night to finish it. Sunday evening at 6:00 Brad called and asked her if she wanted to go skating with all the kids. She was afraid to pass that up, so she went. Monday she didn't hand in her social studies report.

Also on Monday Betsy was called in to the principal's office with eight other students. All of them were going to be disciplined for cutting study hall and leaving the school building during the day.

"What a mess I've gotten myself into now," thought Betsy.

(continued on next page)

1. Please list five decisions Betsy made and why she made them:

	Decisions Betsy Made	Why She Made Them
a.	_____	_____
b.	_____	_____
c.	_____	_____
d.	_____	_____
e.	_____	_____

2. Please list three ways Betsy's decisions could affect her future:

a. _____

b. _____

c. _____

Values and Life Decision Making

Ginny and Tom, high school sophomores, have been going out together for a few months. Ginny really likes Tom and even thinks she loves him, but Tom does not pay quite as much attention to her as she'd like. In fact, Tom goes out with quite a few other girls besides Ginny.

Ginny wants Tom to go out only with her so she tries always to be available for him. She's never had a boyfriend before, and she just loves the feeling of being close to someone. Lately Tom and Ginny have started to become physically intimate with each other when they're alone in her house. Ginny can't believe she'll ever get pregnant, and besides she could never bring herself to go to the family doctor or the local drugstore to ask for anything. Tom has never brought any of this up because other girls he's gone with have just handled it on their own.

After high school Tom wants to be a veterinary assistant, which takes two years of training at the technical school located in a larger town 200 miles away. This is a plan he'll never give up because it's something he really wants.

Ginny's future plans are sort of fuzzy although she knows she wants eventually to leave her small town and get a job that pays well. She knows that to make it somewhere else she'll need some skills or training to get a good job, but she hasn't had the time to think about that lately. She can't concentrate on school; all she thinks about is when she'll see Tom next. "Planning too far ahead gets too complicated," says Ginny, and "besides, things will work out. Anyway, if I ever did get pregnant, Tom would probably get a job and take care of us."

(continued on next page)

1. **Please list three decisions Tom made, three values held by Tom, and then three decisions Ginny made and three values held by Ginny:**

Decisions Tom Made	**Values Held by Tom**
a. _____	_____
b. _____	_____
c. _____	_____
Decisions Ginny Made	**Values Held by Ginny**
a. _____	_____
b. _____	_____
c. _____	_____

2. List three ways in which Ginny's future could be affected by her decisions:

_____

_____

_____

3. List a way in which Ginny's future could be affected by Tom's decisions:

_____

4. List three ways in which Tom's future could be affected by his decisions:

_____

_____

_____

5. List a way in which Tom's future could be affected by Ginny's decisions:

_____

Developed by Roberta Gassman and Nancy Deutsch For Women's Education Resources, UW-Extension and Bureau for Vocational Education, Wisconsin Department of Public Instruction

Differences in Decision-Making Approaches

Francisco has always enjoyed cooking and baking and is thinking of signing up for an elective foods class for next semester. His girlfriend told him she thinks that's "a little weird," and two of his friends have been hassling him about it. His father told him that "only a sissy would take a class like that." Francisco must register for all of his classes by next week.

Different people behave in different ways when making decisions, depending upon the type of situation involved. Francisco could make his decision by utilizing one of the following approaches.

1. **Impulsive**: Francisco gives little thought or examination to the decision and just decides depending on his mood when he gets to his counselor's office.
2. **Compliant**: Francisco lets his father, girlfriend, and friends decide for him by following their criticism and not enrolling in the class.
3. **Delaying**: Francisco postpones thinking about the situation until finally the class is all filled and he can't take it anyway.
4. **Agonizing**: Francisco gets lost in going back and forth over his various alternatives. Finally, feeling overwhelmed, he claims he "doesn't know what to do."
5. **Intuitive**: Francisco just has a hunch that he will enjoy the cooking class; and since that decision "feels right," he goes with it.
6. **Planning**: Francisco talks to the cooking class teacher to find out more about the class. He asks his father, friends, and girlfriend specifically why they are so against his taking the class. After weighing all the facts, Francisco decides that he can handle the class.
7. **Fatalistic**: Francisco puts off deciding as long as possible. Since it won't really matter what class he takes, he allows his counselor to enroll him in whatever elective has the most space.
8. **No Risk**: Francisco decides to play it safe by not doing anything unusual. Even though he wanted to take the cooking class, he decides to take a shop class in which he knows he'll succeed. Thus he avoids all the hassling.

Question: If you were Francisco, which decision-making approach would you use? Why?

Developed by Roberta Gassman and Nancy Deutsch For Women's Education Resources, UW-Extension and Bureau for Vocational Education, Wisconsin Department of Public Instruction

Decisions, Decisions, Decisions!

Case Study 1

Shaka is a bright boy who used to be a good student, but lately he's come to hate school. Except for industrial arts, most of his classes seem boring and stupid. He hasn't been doing much homework; and rather than fail all his quizzes, he's been cutting a lot of classes.

Shaka's friend is in a similar situation, and he's just decided to drop out of school. This seems like a good idea to Shaka. "I could get a job, earn some money, get out of the house, and get away from this stupid school." Shaka mentions this to his parents and his older brother. They all tell him that dropping out of school will complicate his problems rather than solve them.

Shaka decides to talk with his industrial arts teacher about it after class. His teacher tells him, "You'd have a hard time finding a job that could support you, and besides your future prospects wouldn't be too bright. Why don't you wait before dropping out? You could drop a couple of your least favorite classes, and next semester you could take more industrial arts classes. This would help you get into a trade school, and I think your future would be more secure."

After thinking it over for a couple of weeks, Shaka decides to follow his teacher's advice.

1. What decision-making approach/approaches did Shaka use?

2. How could this decision affect Shaka's future?

3. Why did Shaka make his decision?

Decisions, Decisions, Decisions!

Case Study 2

Maggie is a well-coordinated, athletic freshman. She's been on the swim team at the YWCA and has taken gymnastics lessons since she was seven. About a year ago she started lifting weights. Her older brothers are on the high school wrestling team. They usually place in meets and are looked up to in the school as being real "stars." Maggie has always wrestled with them and knows all the holds and the rules.

Even though there have never been any girls on the school's competitive wrestling team, Maggie persuades the coach to let her try out and does well. This makes her feel really wonderful about herself. But the coach is very dubious about putting her in a match. Her brothers say, "Why don't you concentrate more on your balance beam work? The wrestling team is no place for you, and you'll just get continually ridiculed."

Maggie checks the guidelines of the federal law (Title IX of the Educational Amendments of 1972) and the state law (Wisconsin Statute 118.13)* and finds that both permit a girl to be on a team that is composed of boys if there is no girls' team in that sport. Maggie just knows that she wants to be on the wrestling team no matter what anyone else thinks, so she decides not to give it up. Now the coach will have to make a decision.

1. What decision-making approach/approaches did Maggie use?

2. How could this decision affect Maggie's future?

3. What values affected Maggie's decision?

*Please substitute the state law which applies.

Developed by Roberta Gassman and Nancy Deutsch For Women's Education Resources, UW-Extension and Bureau for Vocational Education, Wisconsin Department of Public Instruction

Decisions, Decisions, Decisions!

Case Study 3

Because Bill is physically handicapped, he was never part of the "in crowd" at school. Lately he's become friendly with Nick who is very popular. Bill is very happy about this friendship. One day on the playground, Bill invites Nick over to his house after school. Another friend of Nick's hears this and says, "Hey, Nick, stick around here—since when do you hang out with a cripple!" Nick turns to this guy, says, "Buzz off," and then goes home with Bill.

1. What decision-making approach/approaches did Nick use?

2. How could this decision impact upon Nick's future?

3. What values affected Nick's decision?

Developed by Roberta Gassman and Nancy Deutsch For Women's Education Resources, UW-Extension and Bureau for Vocational Education, Wisconsin Department of Public Instruction

Decisions, Decisions, Decisions!

Case Study 4

Ever since she was little, Judy dreamed of becoming an architect. She's fascinated by both the interiors and exteriors of buildings.

Judy had a lot of trouble with her math classes in middle school. She had some sort of mental block and would always freeze up with fear before the tests. Reflecting on this and not wanting to fail in high school, Judy recently decided, "I could never make it through all those advanced math and drafting classes. I'd probably be better off as an interior decorator."

1. What decision-making approach/approaches did Judy use?

2. How could this decision impact upon Judy's future?

3. What values affected Judy's decision?

4. What different decisions could Judy have made?

Developed by Roberta Gassman and Nancy Deutsch For Women's Education Resources, UW-Extension and Bureau for Vocational Education, Wisconsin Department of Public Instruction

Decision-Making Approaches

Discussion Sheet

1. Which decision-making approach do you think most people follow? Why?

2. Which decision-making approach is easiest for you to follow? Why?

3. Which decision-making approach would parents prefer? Why?

4. Which decision-making approach would friends prefer? Why?

5. Which approach or combination of approaches do you tend to use most? Why?

6. Which approach would you like to use more? Why?

Developed by Roberta Gassman and Nancy Deutsch For Women's Education Resources, UW-Extension and Bureau for Vocational Education, Wisconsin Department of Public Instruction

The World of Paid Work

True or False

_____ 1. Now more than ever before, women have paying jobs outside the home.

_____ 2. Most U.S. women are likely to marry, have two children, and have paying jobs outside the home for 14 years.

_____ 3. Most women who have paying jobs work only part-time.

_____ 4. Most women who have paying jobs work for the "extras" in life, not because they really have to.

_____ 5. Most U.S. families now consist of two children at home, the husband as a breadwinner, and the wife as full-time homemaker.

_____ 6. The gap between the earnings of women and men has nearly doubled since 1955.

_____ 7. Minority women earn the least of all paid workers.

_____ 8. Encouraging more girls and women to pursue nontraditional fields is a good way to eliminate the "earnings gap."

Developed by Roberta Gassman and Nancy Deutsch For Women's Education Resources, UW-Extension and Bureau for Vocational Education, Wisconsin Department of Public Instruction

The World of Paid Work

Answers

True 1. No. 1 from Twenty Facts. (Appendices)

False 2. According to the 1980 census a married woman with two children will work 34 years in the workforce.

False 3. No. 6 from Twenty Facts.

False 4. See Transparency 4.

False 5. See Transparency 2. It's 4 percent.

True 6. See Transparency 7.

True 7. Transparency 8.

True 8. Transparency 11.

Additional notes:

Why Do Women Work?

Mike and Kathy

Directions: Mike and Kathy are trying to decide if they can marry and live on one income. Please consider the following information so that you will be able to advise them on what to do.

Mike is 23 and really wants to marry Kathy, who is also 23. Mike works as a machine operator and now earns close to $6.00 an hour, or $12,225 a year. One thing Mike knows for sure: he doesn't want Kathy to work for pay once they get married. "My mother never had a job because my father didn't believe in it, and I'm just the same," he says. "They managed fine. I suppose if a woman never marries or if her husband dies or something, then she has to get a job; but other than that, I see no reason for it. We plan to have children and a house someday anyway."

Kathy enjoys her job as a library assistant. She earns $3.75 an hour, or $7,800 a year. She wants very much to be married to Mike, but she also has fantasies sometimes about taking courses and getting a more responsible job at the library.

Mike decides to ask his parents for some advice. His parents advise him to look at his monthly income and expenses. Mike's mother says, "Look at where your money is going now. Then look at what additional expenses Kathy would have. Then you and Kathy can sit down, talk about it, and figure out if you can make it on one salary alone."

To help them figure out what to do, Mike and Kathy come up with an estimate of their monthly expenses.

(continued on next page)

Mike and Kathy's Estimate of Their Monthly Expenses

Mike's monthly take home pay after taxes and health insurance: $815.00

Mike's monthly expenses:

Apartment rent	225.00
Utilities	40.00
Telephone	20.00
Car loan	75.00
Gasoline and car upkeep	35.00
Car insurance	27.00
Groceries	130.00
Pocket cash (includes laundry, haircuts, gifts, records, etc.)	85.00
Entertainment (includes movies, concerts, bowling, dates, etc.)	65.00
Doctor	10.00
Dentist	10.00
Clothes	10.00
Cable TV	8.00
Big purchases (stereo equipment, camping gear, etc.)	35.00
Miscellaneous and emergency	10.00
Savings	30.00
Total Monthly Expenses	**$815.00**

Mike and Kathy figure that *her additional* medical, food, entertainment, clothes, and transportation *expenses* would *come to another $220.00 a month.*

Developed by Roberta Gassman and Nancy Deutsch For Women's Education Resources, UW-Extension and Bureau for Vocational Education, Wisconsin Department of Public Instruction

Do Women Really Work for Pay Out of Economic Necessity?

Small Group Worksheet

Directions: You are in a group of Mike and Kathy's close friends. They have come to you for advice. After considering Mike and Kathy's situation and their expenses, how would you advise them on the following four issues?

1. Do you think Mike and Kathy can afford to live on his salary alone? Explain your answer.

2. If Kathy did not work for pay because Mike did not want her to, how might she feel about it? How could that affect her personally? How might that affect their relationship? Why?

3. What are the various ways Mike and Kathy might arrange things?

4. What do you think Mike and Kathy should do? Explain your answer.

Developed by Roberta Gassman and Nancy Deutsch For Women's Education Resources, UW-Extension and Bureau for Vocational Education, Wisconsin Department of Public Instruction

Why Are Things Changing at Home?

Directions: Consider the following and answer the question at the end of each situation.

1. **Jack and Nan**

Both Nan and Jack must work for pay to make ends meet. She works as a salesperson, and he as a personnel assistant with a large company. Nan finds life pretty hectic. Her day starts early, getting their two children up, washed, dressed, fed, and taken to the sitter. After work she picks up the children, prepares dinner; and while Jack watches TV with the children, she gets the kitchen cleaned up. Later she bathes the children, reads them stories, and puts them to bed. Weekends may find her paying bills, planning meals, grocery shopping, cleaning house, and doing laundry.

Nan would like to take the children to the library or to the park more, or just spend some relaxed time alone with each of them, but she never seems able to fit it in. Jack plays poker one night a week, bowls one night a week, and spends most of the weekend working on the yard or fishing.

Question: How well are Jack and Nan handling the combined responsibilities of home and family and paid work? Explain your answer.

2. **Al and Lynn**

There's never a dull moment at Al and Lynn's house. For financial reasons, they both must have paying jobs. They work day shifts, he as a maintenance worker and she as a nurse's aide. Their day starts with Al getting the children up, washed, and dressed while Lynn gets their breakfast ready. He takes the children to the sitter in the morning, and she picks them up at the end of the day. Al and Lynn take turns planning and preparing dinner as well as cleaning up after. Al gives the children their baths, and Lynn puts them to bed. Both Al and Lynn go out alone one night a week.

Al and Lynn each make time to talk with the children and do special things with them. They go on a lot of bike rides, walks, and trips to the zoo. They all enjoy listening to music together.

On weekends Al does the laundry, and Lynn does the vacuuming and house cleaning. They take turns keeping the kitchen and the bathroom clean. He keeps the grass cut, and she pays the bills.

Question: How well are Al and Lynn handling the combined responsibilities of home and family and paid work? Explain your answer.

(continued on next page)

3. **Rick**

Rick is a research assistant for city government and was recently divorced after a brief and unhappy marriage. He likes living alone, though he has never really settled into his apartment. He would like it to look nice but doesn't know what to do with it. He's bought no furniture and uses just a few old pieces given to him by his parents. The walls are bare, and the place is rather depressing. Sometimes he finds himself not looking forward to going home. He is not good at cooking, so he eats most of his meals out. He's had little experience doing laundry, so he just sends everything to the dry cleaner. He's been running into some money problems at the end of every month because he doesn't do much budget planning. Lately he's had trouble concentrating at his job.

Question: How well is Rick handling the combined responsibilities of home and family and paid work? Explain your answer.

Why Are Things Changing at Home?

Small-Group Worksheet

1. **Think of a day or a week at your house. Make a list of the tasks that your parents try to accomplish.**

2. **Should only women develop home and family skills? Why?**

3. **How do women benefit if men develop home and family skills? Why?**

4. **How do men benefit if they develop home and family skills? Why?**

Developed by Roberta Gassman and Nancy Deutsch For Women's Education Resources, UW-Extension and Bureau for Vocational Education, Wisconsin Department of Public Instruction

Things Haven't Worked Out as I Thought They Would

Case Study 1: Lisa and Jim

Lisa dropped out of college to marry Jim, who had just gotten an exciting sales job in another state. She had completed two years toward her degree in business. Even though Lisa was not pleased about all of Jim's traveling, she was happy at home with their two small children.

Jim has just told Lisa that he doesn't want to be tied down anymore, and he wants a divorce. Lisa realizes that child support will not be enough to support her, the children, and the house.

1. List three choices that Lisa might make.

2. What are Lisa's greatest worries?

3. What do you think you might do in a similar situation and why?

4. Can you imagine three things that might happen because of your choice(s)?

5. Is there anything Lisa could have done earlier in her life that would have left her better prepared to deal with this situation?

Developed by Roberta Gassman and Nancy Deutsch For Women's Education Resources, UW-Extension and Bureau for Vocational Education, Wisconsin Department of Public Instruction

Things Haven't Worked Out as I Thought They Would

Case Study 2: Jamal and Tanya

Tanya married Jamal shortly after she graduated from high school. He's earned a good salary as a skilled carpenter, and she's enjoyed being a homemaker and caring for their three children.

Jamal has just had a serious car accident that left him permanently disabled. He did not maintain adequate disability or health insurance. The medical bills will be enormous, and the low disability payments will only last for a few months.

1. List three options open to Tanya.

2. If you were Tanya, which option would you choose? Why?

3. What would be the consequences of your action?

4. Is there anything Tanya could have done earlier in her life that would have left her better prepared to deal with this situation?

Developed by Roberta Gassman and Nancy Deutsch For Women's Education Resources, UW-Extension and Bureau for Vocational Education, Wisconsin Department of Public Instruction

Things Haven't Worked Out as I Thought They Would

Case Study 3: Betty

Betty always valued her independence and knew she wanted to remain single. Her family had finally stopped pressuring her to get married. She had many friends and an active social life. Her job as administrator of a center for the elderly was very fulfilling even though the salary was low. She always felt that money wasn't the most important thing in the world.

Lately, however, with the economy being as depressed as it is, Betty realizes that there are many things that she can't afford to do on her salary. She can hardly afford a good stereo or cross country skis, and a car or a small house seems out of her grasp forever. She's a little tired of living on such a tight budget.

1. List three options open to Betty.

2. If you were Betty, which option would you choose? Why?

3. What would the consequences of your actions be?

4. Is there anything Betty could have done earlier in her life that would have left her better prepared to deal with this situation?

Developed by Roberta Gassman and Nancy Deutsch For Women's Education Resources, UW-Extension and Bureau for Vocational Education, Wisconsin Department of Public Instruction

Things Haven't Worked Out as I Thought They Would

Case Study 4: Maria and Juan

Maria and Juan met while they were both in trade school studying printing. Maria worked as a printer's assistant for three years before she quit to raise a family. They have three small children. Maria has always had a fantasy of learning auto mechanics sometime in the future because she enjoys fixing her own car and the pay is quite good. Juan has been violently opposed to this because he says, "It's no work for a woman!"

Juan has suddenly been laid off because of computerized automation, which has eliminated his job. Projections are that this will happen throughout the printing industry, and he has no other job prospects. Maria has just heard of a well-paying job that would train her in auto mechanics.

1. List three options open to Juan.

2. If you were Juan, which option would you choose? Why?

3. What would be the consequences of your actions?

4. Is there anything Juan could have done earlier in his life that would have left him better prepared to deal with this situation?

5. If you were Maria, what would you do?

Developed by Roberta Gassman and Nancy Deutsch For Women's Education Resources, UW-Extension and Bureau for Vocational Education, Wisconsin Department of Public Instruction

Things Haven't Worked Out as I Thought They Would

Case Study 5: Julie and David

Julie became pregnant at 17. After much thought she decided to keep the baby. Her boyfriend, David, agreed that if they really loved each other they could make a go of it as a family. While Julie took care of the baby, David worked at a number of part-time jobs, but they had trouble making ends meet.

Julie and David started having problems and a year later got a divorce. Julie and her child now may have to go on welfare.

1. List three options open to Julie.

2. If you were Julie, which option would you choose? Why?

3. What would the consequences of your actions be?

4. Is there anything Julie could have done earlier in her life that would have left her better prepared to deal with this situation?

Developed by Roberta Gassman and Nancy Deutsch For Women's Education Resources, UW-Extension and Bureau for Vocational Education, Wisconsin Department of Public Instruction

Good Work Habits

Fold the page backward vertically along the double line. Rank order each skill with 1 being the competency most valuable to an employer and 29 the least valuable.

Competencies/Skills	Your Ranking		Employers' Ranking
General knowledge of business operations			19.0
Making decisions in own area of work			14.0
Personal health (avoiding illness, etc.)			16.5
Safety consciousness			18.0
Specific skills required to perform job			11.0
Flexibility			20.0
Listening well enough to understand			13.0
Good appearance (grooming, dress)			23.5
Recognizing, solving problems by self			10.0
Use of tools and equipment			15.0
Willing to improve job skills, advance			12.0
Mathematics			21.0
Initiative (plans, directs own work)			9.0
Spelling, grammar			23.5
Following through on assignments			8.0
Applying job skills to new situations			16.5
Quantity of work (amount of output)			4.0
Reading			25.0
Understands value/importance of work			7.0
Speaking well enough to be understood			22.0
Accepting advice and supervision			5.0
Quality of work (accuracy, no waste)			3.0
Understands U.S. economic system			25.0
Works with others, settle differences			6.0
Understands career ladders, advancement			28.0
General attitudes toward work			2.0
Writing			25.0
Work habits (on time, dependable)			1.0
Applying and interviewing for a job			29.0

*From The Parker Project 1984. Slightly adapted to omit "Other" category. Ties are shown at 23.5 and 25

I Don't Have Any Skills
Carlos' Achievement

Carlos' Achievement

"In my school I was one of the only Chicanos. So for me it was an accomplishment to do a class project on Chicano culture for my social studies class. We were supposed to pick a social concern that was especially important to us and give an oral report to the class. I always hated speaking in front of the class, and I thought about it a long time before I picked my topic. I was pretty sure the teacher would accept it, but I was afraid of the reaction of the other kids.

I tried to read as much as I could but it wasn't easy to find stuff. I collected poems, music, and made a collage from magazine pictures. I wanted a multimedia report.

When the day for my report came I considered forgetting the whole thing, but I went ahead with it anyway. I read parts of autobiographies and poems with music in the background. When it was over the room was dead silent. Then one guy said he liked it. All of a sudden everyone was asking me questions and acting really interested. The time had gone by fast, and as we walked out of the room someone said it was the best report in the whole class."

Developed by Nancy Deutsch and Roberta Gassman For Women's Education Resources,
UW-Extension and Bureau for Vocational Education, Wisconsin Department of Public Instruction

I Don't Have Any Skills
Karen's Achievement

Karen's Achievement

"I always wanted to feed the horses like my older brothers. The feedbags weighed 100 pounds, and whenever I asked to help, they said I'd just be in the way. But I wasn't going to let that stop me. Every night I'd go out to the barn when they finished chores and lock the doors. I emptied the feed into buckets a little at a time. Then I'd make sure I could lift the buckets, carrying one on each side. I walked around the barn as much as I could to see how far I could carry them.

Every couple of nights I would make the buckets heavier. I had to keep all of this secret until my strength and balance improved. Finally, I was ready. I'll never forget the day I came striding out of the barn carrying a 100-pound bag of horsefeed over my shoulder. I don't think my brothers will either."

Developed by Nancy Deutsch and Roberta Gassman For Women's Education Resources,
UW-Extension and Bureau for Vocational Education, Wisconsin Department of Public Instruction

My Skills Checklist

Grades 9 and 10

Name	Skills I have and enjoy using	Skills I want to develop	Karen/ Carlos Sample
• Helping skills			
1. Helping, being of service			
2. Healing, curing			
3. Being sensitive to others' feelings			
4. Accepting others			
5. Understanding			
Other			
• Communication skills			
6. Writing (letters, papers, reports)			
7. Reading			
8. Public speaking			
9. Performing in front of a group			
10. Memory with words			
• Educating/instructing			
11. Informing			
12. Explaining			
13. Teaching/Tutoring			
14. Leading group discussions			
Other			
• Leading/moving			
15. Leading others			
16. Planning			
17. Making hard decisions			
18. Taking chances, risks			
19. Getting a group of people to work together			
Other			

(Continued)

Developed by Nancy Deutsch and Roberta Gassman For Women's Education Resources,
UW-Extension and Bureau for Vocational Education, Wisconsin Department of Public Instruction

Name	Skills I have and enjoy using	Skills I want to develop	Karen/ Carlos Sample
• Numerical/Detail Skills			
20. Managing money			
21. Counting, computing numbers			
22. Developing a way to organize things			
23. Keeping deadlines			
24. Following through on decisions of others			
Other			
• Physical/Manual Skills			
25. Physical coordination			
26. Manual dexterity (skill and ease in using your hands)			
27. Fixing, repairing			
28. Building			
29. Caring for plants and animals			
30. Preparing meals			
31. Cleaning and maintenance			
Other			
• Problem Solving/Research Skills			
32. Gathering information			
33. Remembering			
34. Concentrating			
35. Comparing			
36. Finding the root of a problem			
37. Being curious			
Other			
• Creative/Artistic			
38. Experimenting			
39. Working with colors and shapes			
40. Playing a musical instrument			
41. Using words in poetry, plays, or stories			
42. Creating art forms			

(End)

Developed by Nancy Deutsch and Roberta Gassman For Women's Education Resources,
UW-Extension and Bureau for Vocational Education, Wisconsin Department of Public Instruction

My Skills Checklist

Grades 11-12

Name	Skills I have and enjoy using	Skills I want to develop	Karen/ Carlos Sample
• Helping Skills			
1. Motivating, stimulating to action			
2. Helping, being of service			
3. Curing, healing			
4. Being sensitive to other's feelings			
5. Sharing			
6. Negotiating on behalf of others			
7. Working with others as part of a team			
8. Expressing warmth			
9. Counseling, guiding			
10. Building trust			
11. Aiding someone in a crisis			
12. Accepting others			
13. Understanding			
Other			
• Communication Skills			
14. Writing (letters, papers, reports)			
15. Correcting, proofing, editing			
16. Reading			
17. Using humor			
18. Demonstrating, selling			
19. Public speaking			
20. Telling stories			
21. Listening			
22. Performing in front of a group			
23. Debating			
24. Convincing, persuading			

(Continued)

Developed by Nancy Deutsch and Roberta Gassman For Women's Education Resources, UW-Extension and Bureau for Vocational Education, Wisconsin Department of Public Instruction

Name	Skills I have and enjoy using	Skills I want to develop	Karen/ Carlos Sample
25. Being a peacemaker between conflicting parties			
26. Remembering with words			
27. Understanding words and word usage			
Other			
• Educating/Instructing Skills			
28. Informing			
29. Explaining			
30. Encouraging			
31. Helping people to help themselves			
32. Teaching, tutoring			
33. Advising			
34. Training			
35. Creating an atmosphere for learning			
36. Leading a group discussion			
37. Bringing out discoveries through knowledge			
Other			
• Leading/Managing Skills			
38. Leading others			
39. Directing, recruiting			
40. Planning, coordinating			
41. Working without direction from others			
42. Influencing others			
43. Making hard decisions			
44. Following through on plans			
45. Taking chances, risks			
46. Beginning new tasks			
47. Being responsible for work of others, supervising			
Other			
• Numerical/Detail Skills			
48. Developing a budget			
49. Managing money			
50. Memory for numbers			
51. Keeping financial records			

(Continued)

Developed by Nancy Deutsch and Roberta Gaseman For Women's Education Resources, UW-Extension and Bureau for Vocational Education, Wisconsin Department of Public Instruction

Name	Skills I have and enjoy using	Skills I want to develop	Karen/ Carlos Sample
52. Rapid manipulation of numbers			
53. Counting, calculating, computing			
54. Developing a system of organization			
55. Attention to details, precision work			
56. Keeping deadlines			
57. Following through on decisions of others			
• Physical/Manual Skills			
58. Physical coordination			
59. Manual dexterity			
60. Fixing, repairing			
61. Lifting, balancing, moving			
62. Moving with speed and grace			
63. Preparing meals			
64. Physical stamina			
65. Caring for plants, animals			
66. Building, constructing			
67. Cleaning			
68. Using machines, equipment, tools			
Other			
• Problem-Solving/Research Skills			
69. Gathering information, resources			
70. Judging pros and cons, evaluating			
71. Reflecting			
72. Using intuition			
73. Using logic			
74. Remembering			
75. Concentrating			
76. Observing, comparing			
77. Developing ideas			
78. Anticipating, clarifying problems			
79. Finding the root of a problem			
80. Seeing how parts fit into whole			
81. Being curious about how things work			
Other			

(Continued)

Developed by Nancy Deutsch and Roberta Gassman For Women's Education Resources, UW-Extension and Bureau for Vocational Education, Wisconsin Department of Public Instruction

Name	Skills I have and enjoy using	Skills I want to develop	Karen/ Carlos Sample
• Creative/Artistic Skills			
82. Expressive			
83. Experimenting, inventing			
84. Sensitivity to beauty			
85. Using symbols			
86. Visualizing colors, shapes, concepts			
87. Playing a musical instrument			
88. Using words in poetry, plays, novels			
89. Acting, staging, directing productions			
90. Improvising			
91. Creating art forms			
92. Innovating			
Other			

(End)

Developed by Nancy Deutsch and Roberta Gassman For Women's Education Resources, UW-Extension and Bureau for Vocational Education, Wisconsin Department of Public Instruction

My Achievement Diary
Homework Assignment

List four achievements that you have accomplished in school, personal, work life, or at home. Include at least one that is nontraditional. Identify the skills you used and needed to achieve success.

Important/Favorite Achievements	Skills I Used
1.	
2.	
3.	
4.	

Developed by Nancy Deutsch and Roberta Gassman For Women's Education Resources, UW-Extension and Bureau for Vocational Education, Wisconsin Department of Public Instruction

Skills I Want to Use and Develop (Grades 9-10)

Directions for completing chart:

1. List at least three tasks and the skills you could develop for managing home and family responsibilities. List also any courses or activities that could help to develop these skills.

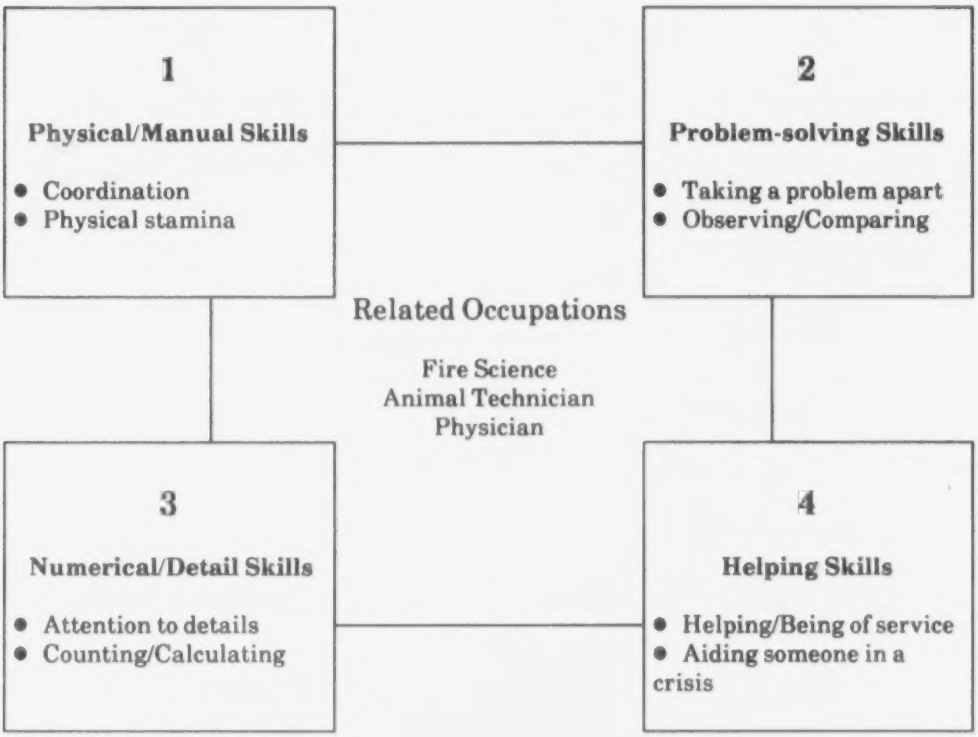
2. Do the same for the other three areas.

TASKS	SKILLS	COURSES	ACTIVITIES
Home and Family Responsibilities 1. 2. 3.			
Hobby 1. 2. 3.			
Nontraditional Occupation 1. 2. 3.			
Traditional Occupation 1. 2. 3.			

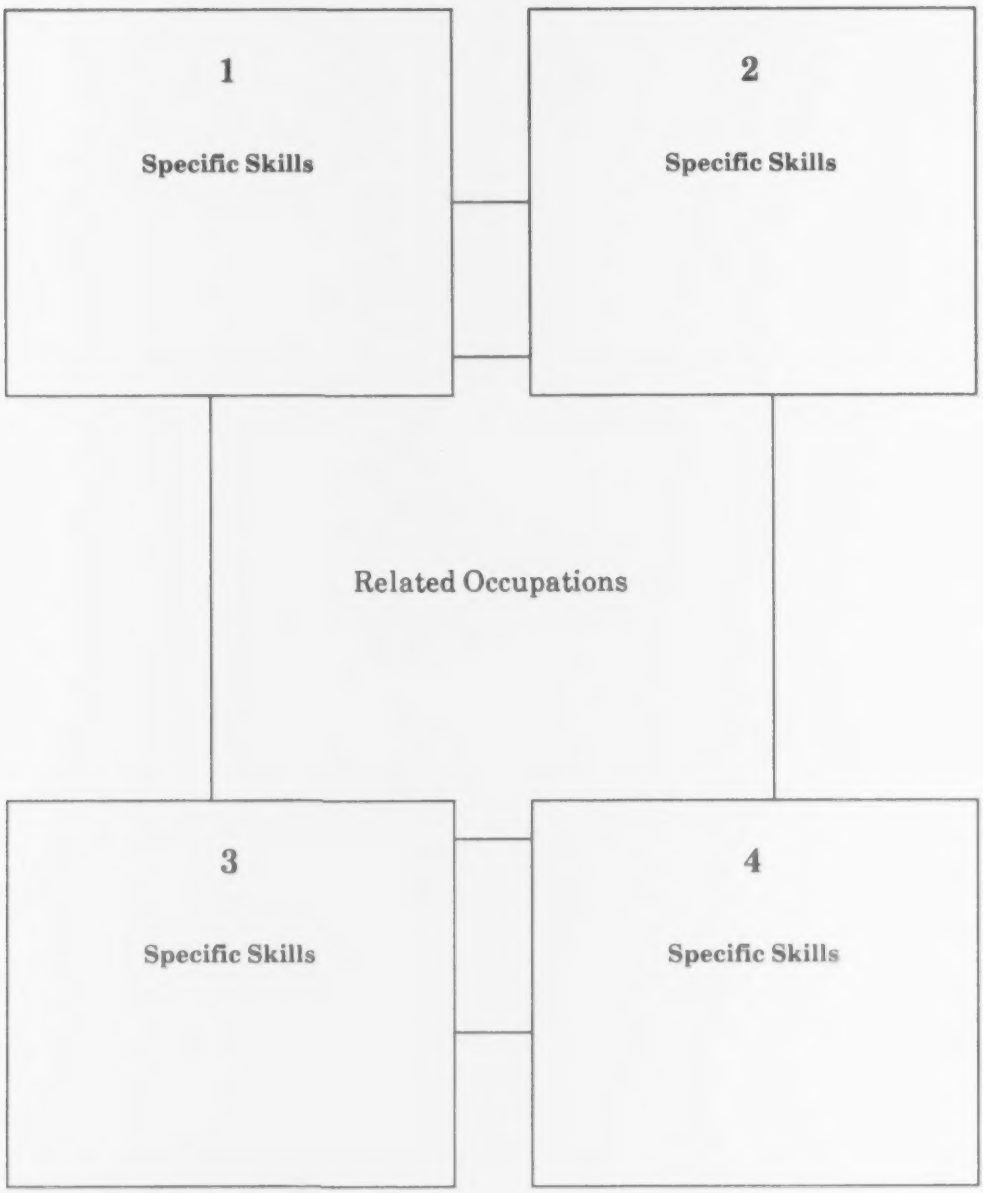
Developed by Nancy Deutsch and Roberta Gassman For Women's Education Resources, UW-Extension and Bureau for Vocational Education, Wisconsin Department of Public Instruction

Skills I Want to Develop
(board example)

The following chart clusters the skills of "Karen," Handout 28, from the vignette example. Facilitator may want to draw this on board as a model for participants to follow in completing Handout 31.



Skills I Want to Use and Develop (Grades 11-12)



Developed by Nancy Deutsch and Roberta Gassman For Women's Education Resources, UW-Extension and Bureau for Vocational Education, Wisconsin Department of Public Instruction

Identifying Paid Work Values

Directions. In the following exercise pick your two most important values in each of the three categories: Enjoyment, Working Conditions, and Serving Society. Put a "1" next to the item that is most important and a "2" beside the one that is next important.

Enjoyment

When I think of paid work, the two most important *enjoyment* values to me are

_____ Excitement
_____ Variety
_____ Interest
_____ Security
_____ Creativity
_____ Respect and recognition
_____ Prestige
_____ Chance to learn new things
_____ Self-expression; work that expresses who I am
_____ Adventure
_____ Independence
_____ Other *(specify)*

Working Conditions

When I think of paid work, the two most important *working conditions* to me are

_____ High pay
_____ Vacation
_____ No discrimination
_____ Flexible hours
_____ Opportunity for advancement
_____ Working indoors
_____ Working outdoors
_____ Friendly co-workers
_____ Freedom to do things other than my job
_____ Working alone
_____ Working as part of a team
_____ Opportunity to be a leader
_____ Living in Wisconsin (or some other specific location)
_____ On-the-job-training and educational benefits
_____ Other *(specify)*

(continued)

Serving Society

When I think of paid work that would express *serving society*, the two most important values to me are

_____ Cleaning up the environment
_____ Reducing violence
_____ Aiding the world hunger problem
_____ Reforming the schools
_____ Improving family relationships
_____ Increasing respect for the arts
_____ Improving housing
_____ Aiding the disadvantaged
_____ Reducing disease, improving health
_____ Creating more interesting jobs
_____ Working toward world peace
_____ Improving the economic situation
_____ Helping people to communicate better
_____ Other *(specify)*

Developed by Nancy Deutsch and Roberta Gassman For Women's Education Resources, UW-Extension and Bureau for Vocational Education, Wisconsin Department of Public Instruction

Values Worksheet

Answer the questions as quickly as possible.

1. Name an occupation that would allow you to express your two most important enjoyment values.

2. Name someone whose work expresses your two most important values in serving society.

3. Name an occupation that would have your two most important working conditions.

4. Which values would you be willing to sacrifice if you had to?

5. Which values could you express outside of paid work?

6. Look back at the occupations you identified in the skills unit. Would any of these express the values you have chosen? Why or why not?

Developed by Nancy Deutsch and Roberta Gassman For Women's Education Resources, UW-Extension and Bureau for Vocational Education, Wisconsin Department of Public Instruction

Putting Values Into Practice: A Class Debate

Directions: Rosa recently graduated from high school. She would like to work for awhile and earn money to go to technical school to study farm business management. She is trying to decide between two jobs listed below. Each of them has advantages and disadvantages. Two teams will advocate for a job and will try to persuade the other team to their position. The observers will determine which team presented their case most effectively. In each case keep in mind Rosa's values. What does she have to gain or lose? What will be the consequences of her decision?

Job 1—Team 1

This job would involve a chance to work on her uncle's farm. She loves to work outdoors, and she would probably learn a lot. Rosa really likes her uncle, but doesn't get along well with her cousin who teases her and says girls don't belong working on a farm. The pay would be low, and she would not have insurance coverage.

Job 2—Team 2

A lot of Rosa's friends are taking jobs in the mill. The pay would be almost double what she could earn on the other job, and the job has insurance and health benefits. The hours are more regular too, so she would have more time to spend with friends. Her sister worked in the mill last year but quit because the work was so repetitive. Rosa worries about getting bored in the job.

Developed by Nancy Deutsch and Roberta Gassman For Women's Education Resources, UW-Extension and Bureau for Vocational Education, Wisconsin Department of Public Instruction

One Way to Estimate Income Needs

a. Monthly housing cost: $_____

b. x 4 = Monthly income needed: $_____

c. x 12 = Annual income needed: $_____

Step 1. Since housing is usually the largest expenditure in a family budget, it is likely also to be the best single indication of the family's lifestyle. In this exercise we will be estimating future income needs by making housing selections. (Housing costs vary greatly according to the house itself, the size of the lot, and its location.) Let us presume that your first housing will be a rental unit. Begin by selecting from a newspaper advertisement, or any other information available, a rental unit that would satisfy you as you start your adult life. Note the monthly cost of rent and record that amount on line a on the left side of this page.

Step 2. Financial counselors and mortgage lenders say that in most cases housing should not take more than 25% of a family's gross income. That being the case, you can multiply the rent by four to estimate the amount of monthly income you should have in order to afford your choice of housing. Use line b on the left for your computation.

Step 3. To obtain an annual estimate of income needed, multiply the monthly figure by 12, and record on line c on the left.

$_____

d. Annual payment for housing purchase: $_____

e. x 4 = Annual income needed $_____

Step 4. Now let us presume that you would like at some time in your life to purchase your housing. Again, go to the newspaper or other source to make your housing selection. Now you must do a more complicated computation to determine total cost because you will almost surely need to borrow a large amount for your housing purchase, and you must add the cost of the loan to the basic purchase price. You should also add the cost of taxes and insurance because those are usually included in the monthly payment you will make to the mortgage lender.

Use handout 36, "How to Compute the Cost of a House," to do your computation, and copy the final figure from that handout on line d.

(continued)

f. Occupations

_____

_____

_____

_____

Step 5. Using the cost of your chosen rental housing and the cost of your later selection of purchased housing, turn to handout 37, "Pay Ranges for Selected Occupations", and look for the various occupations that might yield the income you will need. Then look for those that you also listed in handout 30 and list those that meet both needs. Record them on line f.

How to Compute the Cost of Purchasing a House

Step 1. After selecting a house to your liking, record its price on line g. On line h record the down payment required and subtract it on line i. Then note the interest rate available. If those items are not given, you can estimate that a down payment will be between 10 percent and 25 percent of the price.

g. Cost of purchased housing. Total price: $_____
h. Minus down payment: $_____
i. Equals loan needed: $_____

Step 2. Interest rates vary over time. Perhaps someone in your group will know the current rate. Record it on line j.

j. Interest rate available _____

Step 3. Using the table below, select a monthly payment that might approximate your situation. Record it on line k.

k. Monthly payments for mortgage and interest $_____

Step 4. To get a realistic estimate, you must now add an amount for insurance. $30 is a reasonable average. You must also add an amount to cover property taxes. The present average rate in Wisconsin is 2.4 percent of the full market value. Complete lines l, m, n, and o.

l. k x 12 = Annual payment for mortgage and interest $_____
m. Plus annual insurance $ 360.00
n. Plus property tax (2.4% of initial price) $_____
o. Equals total annual payments for housing purchase $_____
(Record this figure on line d on handout 35 and complete that exercise.)

Mortgage/ Interest	$40,000	$60,000	$80,000	$100,000	$120,000
10% interest					
15 years	$429.86	$644.79	$859.72	$1,074.65	$1,499.62
30 years	$351.03	$526.55	$702.07	$877.58	$1,053.10
12% interest					
15 years	$480.09	$720.13	$960.18	$1,200.22	$1,440.26
30 years	$411.45	$617.18	$822.90	$1,028.63	$1,234.36
14% interest					
15 years	$532.71	$799.06	$1,065.42	$1,331.77	$1,598.12
30 years	$473.95	$710.93	$947.90	$1,184.88	$1,421.86

Pay Ranges for Selected Occupations

The *Occupations Handbook*, 1985 revision, prepared by the Wisconsin Vocational Students Center,* contains more information about each occupation that is shown here.

Occupation	Annual Pay	Occupation	Annual Pay
Accountant	$16,000-50,000	Electrocardiograph Tech	$11,000-20,000
Advertising Designer	*$8,000-20,000	Electroencephalograph Tech	$12,000-21,000
Agronomist	$15,000-24,000	Electronics Engineer	$20,000-27,000
Aircraft Mechanic	$24,000-35,000	Elementary School Teacher	$20,000
Arc Welder	*$18,000-27,000	Emergency Medical Tech	$12,000-24,000
Architect	$35,000	Engineers, Chemical	$20,000-40,000
Asphalt Paver	*$22,000-37,000	Engineers, Civil	$18,000-25,000
Assembler, Factory	*$10,000-20,000	Environmentalist	$20,000-25,000
Athlete	$30,000-180,000	Farmer	$9,000-17,000
Attendant, Flight	*$8,500-21,000	Fashion Designer	$11,000-40,000
Auto Mechanic	*$20,000-27,000	File Clerk	*$8,500-15,000
Bank Teller	*$8,000-17,000	Firefighter	$12,500-30,000
Beautician	*$15,000-20,000	Food Processing Tech	$12,500-16,500
Biomedical Engineer	$18,000-35,000	Food Service Supervisor	$11,000-14,600
Bulldozer Operator	$30,000	Foundry Worker General	*$8,500-18,000
Bus Driver	$21,000	General Office Clerk	*$8,000-20,000
Buyer	$19,000-29,500	Geologist	$20,000-50,000
Camera Repairer	*$9,000-30,000	Health Administrator Hospital	$20,000-75,000
Chemical Engineer	$20,000-40,000	Horticulturists	$15,000
Civil Engineer	$18,000-25,000	Hotel/Motel Manager	$22,000-70,000
Claim Adjuster	$15,000-24,000	Hydrologist	$20,000-50,000
Commercial Pilots	$22,000-100,000	Industrial Engineering Tech	$12,500-28,000
Commercial Artists	$8,000-24,000	Interpreter/Translator	$20,000-40,000
Computer Operator	$10,500-25,000	Jeweler	*$11,000-21,000
Computer Programmer	$12,000-30,000	Journalist	$10,000-35,000
Computer System Analyst	$16,000-48,000	Land Surveyor	$12,500-15,600
Conservationist	$20,000-25,000	Landscape Architect	$13,000-32,000
Cook, Hotel/Restaurant	$10,000-20,000	Lawyer	$18,000-45,000
Cosmetologist	$14,000-19,000	Librarian	$12,000-28,000
Counselor	$11,000-24,000	Licensed Practical Nurse	*$9,000-18,000
Dental Hygienist	$14,000-24,000	Machinist	*$16,600-36,000
Dentist	$55,000	Market Research Analyst	$14,000-28,000
Designer, Clothes	$11,000-40,000	Mathematician	$15,000-40,000
Designer, Industrial	$14,000-35,000	Mechanic, Refrigeration	*$16,600-36,000
Dietitian	$15,000-35,000	Medical Researcher	$13,500-28,000
Doctor	$30,000	Medical X-Ray Tech	*$13,000-21,000
Drill Press Operator	*$15,000-23,000	Microbiologist	$14,000-28,000
Driver, Taxi	$9,000	Mining & Petroleum Engineer	$28,000-40,000
Drywall Installer	*$15,000-31,000-100,000	Minister	$10,000-35,000
Electrician	*$30,000-45,000	Model, Retail	$20,000-35,000

(continued)

Occupation	Annual Pay
Museum Manager	$30,000
Music Teacher	$11,000-24,000
Musician	*$40,000
News Photographer	$9,300-24,000
News Reporter	$10,500-35,000
Nuclear Engineer	$25,000-40,000
Nurse, Registered	*$12,500-30,000
Nurse, Licensed Practical	*$8,500-18,700
Occupational Therapist	$15,000-20,000
Oceanographer	$15,000-40,000
Operators, Key Punch	*$9,000-19,000
Optometrist	$17,500-60,000
Paramedic	$12,000-24,000
Personnel Manager	$15,000-20,000
Pharmacist	$18,000-30,000
Photoengraver	*$16,000-36,000
Photographer	$9,300-24,000
Physical Therapist	$15,000-22,000
Physician	$45,000-100,000
Piano and Organ Technician	*$12,000-24,000
Plumber	$29,000-45,000
Police Officer	$14,000-28,000
Practitioner, Nurse	$18,000-32,000
Programmer, Computer	*$12,000-30,000
Psychiatrist	$40,000-100,000
Psychologist	$14,000-40,000
Public Relations Practitioner	$11,000-35,000
Respiratory Therapist	$13,000-22,000
Sanitarian, Public Health	$15,000-30,000
Secretary, General	$10,500-21,000
Small Business Owner	$12,000-25,000
Social Worker	$13,500-28,000
Speech Pathologist & Audiologist	$22,000-27,000
Teacher	$15,000-27,000
Technical Writer	$28,000
Tractor-Trailer Truck Driver	$30,000
Veterinarian	$16,000-45,000
Welders and Cutters	*$25,000-30,000
Word Processor Operator	*$9,000-20,000
Worker, Robotics	$22,000-30,000
Writer, Technical	$28,000

*The items marked with an asterisk (*) have been converted to annual amounts so they can be compared with the other figures. It should be remembered, however, that in those occupations occasional lay-offs might reduce the annual income considerably.

1980 Top Career Choices*

	MALES		FEMALES	
Number of Responses	4510		576	
Occupation	Percentage Choosing as Career Choice			
Accountant or Auditor	2.1%	#3	3.4%	#1
Farmer	1.6	#5	.1	
Airline Steward(ess)**	.1		1.1	
Apprentice (all trades)	3.6	#2	.1	
Architect	1.0		.2	
Author, Journalist, Reporter	.5		1.1	
Auto Mechanic/Repairman	1.9	#4	.1	
Beautician/Cosmetologist	0		2.1	#5
Cashier, Retail Store/Bank	0		1.1	
Clerk, File	.1		1.1	
Computer Programmer	1.2		1.3	
Diesel Mechanic	1.1		0	
Engineer (all)	5.8	#1	.9	
Registered Nurse	0		2.5	#3
Housewife	0		1.1	
Lawyer or Judge	1.4	#6	1.0	
Secretary or Stenographer	0		4.3	#2
Elementary Teacher	.1		1.4	#6
Secondary Teacher	1.4	#6	2.3	#4
Medical Technician	.1		2.3	#4

In another part of the Purdue University survey, the same students ranked their reasons for occupational choice. Many more females chose "kinds of people I'll work with" and "serving society" whereas proportionately more males chose "money," "working outdoors," and "status or prestige of job."

* Figures selected from Manpower Report 81-1 Purdue University Characteristics and Plans of a stratified random sample of Indiana High School seniors, J.P. Lipsack, February 1981.

** Note that this career is now called "Flight Attendant."

Resources for Investigating Occupations

Look for these publications in your school guidance office and in your school or community library.

The Occupational Outlook Handbook. This can be found at most libraries and contains information on approximately 300 occupations and 35 industries.

The Dictionary of Occupational Titles. This contains information on 20,000 job titles, nearly all the defined jobs in the U.S. economy and can be found at most libraries. Occupations are organized according to job relationships, alphabetically, and by industry.

Wisconsin Career Information System. This service provides career information in two forms—a manual version and a computer version. WCIS provides current information on occupations within Wisconsin and nationally. It also covers post-secondary schools in Wisconsin, four-year colleges nationwide, financial aid information, and other career information. This resource can be found at schools, vocational and college campuses, Job Service offices, and social service agencies.

WINC (Women in Nontraditional Careers) Curriculum Guide by Northwest Regional Education Laboratory for U.S. Department of Labor, Women's Bureau, 1984. This resource manual contains exercises for girls and women to assist them to find nontraditional careers. Your teacher may request a copy on loan from the Cultural and Equity Section, WDPI, P.O. Box 7841, Madison, WI 53707.

CAREER EDUCATION DIRECTORY. Lists vocational/technical programs throughout the state of Wisconsin. It is helpful for checking out aptitudes and course preparation needed to enter various programs.

U.S. Federal Government Publications. The Department of Labor publishes low cost (usually under $1.00) pamphlets giving information about occupations, industries, employment prospects in the future, and the status of women including, for example, nontraditional jobs. Ask your school counselor, librarian, or write: U.S. Government Printing Office, Washington, D.C., 20402.

Newspapers. Want ads will give you information that is more specific to a local area. Ask for indexes that will give you recent articles about occupations or industries you are interested in.

Magazines and Trade Journals. These can be helpful in giving you information on current developments in the field. Ask a librarian for help with indexes to direct you to the information you need.

Developed by Nancy Deutsch and Roberta Gassman For Women's Education Resources, UW-Extension and Bureau for Vocational Education, Wisconsin Department of Public Instruction

Investigator's Journal

Complete this sheet for each occupation under study; include at least one nontraditional career.

OCCUPATION UNDER STUDY:

WORK DESCRIPTION (main duties of job or field):

JOB REQUIREMENTS (physical abilities needed, aptitudes, etc.):

COURSE PREPARATION/TRAINING:

High school courses needed or preferred:

Education beyond high school:

HOW DO YOU AND OCCUPATION FIT:

Skills:

Values:

Home/Family Considerations:

SALARY:

ADVANTAGES/DISADVANTAGES:

RELATED OCCUPATIONS:

Developed by Nancy Deutsch and Roberta Gassman For Women's Education Resources, UW-Extension and Bureau for Vocational Education, Wisconsin Department of Public Instruction

Informational Interview: Investigator's Questions

Use these suggested questions in the informational interview. Use the backside for additional comments.

Occupation under study: _____

Name of employing organization: _____

Name of person interviewed: _____

Suggested Investigator's Questions:

How long have you worked in this job? _____

How did you get into this type of work? _____

_____

What is a typical day like for you? _____

_____

What are your major responsibilities? _____

_____

What do you like best about your job? _____

_____

What do you like least about your job? _____

_____

What high school course preparation is needed? Preferred? _____

_____

How much general education is required? _____

What kind of education is required? (Technical training, college, on-the-job training, apprenticeship, graduate school, etc.?) _____

_____

Is union membership required? _____

(continued)

What are the physical demands of the work? _____

_____

What special abilities are needed? Skills? _____

_____

What is your schedule like? Is part-time work available? Do you work overtime? _____

_____

What is the typical starting wage or salary? Fringe benefits? (Training, health insurance, etc.) _____

_____

What chances for advancement are there? For women? For men? _____

_____

What barriers exist for men entering this field? _____

_____

What barriers exist for women entering this field? _____

_____

What barriers exist for minorities entering this field? _____

_____

What barriers exist for handicapped persons entering this field? _____

_____

How does this type of work affect your lifestyle? Home and family obligations? _____

_____

_____

What are some related occupations? _____

_____

Whom else would you suggest I talk to for more information about this field? _____

_____

Developed by Nancy Deutsch and Roberta Gassman For Women's Education Resources, UW-Extension and Bureau for Vocational Education, Wisconsin Department of Public Instruction

Enrichment Through Leisure and Recreational Activities

A. Activities I Like To Do Now

Review the list completed in handout 2, "My Favorite Activities." You may use the same activities or add and delete.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

B. Skill Categories

	Column 1 Things I Like To Do Now	Column 2 Things I Would Like To Learn To Do
Manual (e.g. woodworking)		
Physical (e.g. tennis)		
Intellectual (e.g. chess)		
Artistic (e.g. painting)		
Useful (e.g,. Scout newspaper collection)		
Sociable		

(Continued)

C. **New Activities/Skills From My Group That Interest Me** (e.g., if you never thought about wind sailing and may now be interested)

_____

_____

_____

_____

D. **Something I Would Like to Learn To Do**

E. **A First Step I Might Take to Learn It**

Traveling the Path of Life/Work Planning

Review the previous modules to complete this page. This summary page should provide some interesting information about yourself.

My chosen decision-making style is

Two of my values are

1.

2.

Three things I like to do are

1.

2.

3.

Three of my skills clusters are

1.

2.

3.

Three of my strengths are

1.

2.

3.

Two recreational activities I enjoy are

1.

2.

Two occupational areas I like are

1.

2.

My home and family choice is

Contract: What I Can Do Next

1. Occupational area(s) I am interested in for the future: _____

   _____

   _____

2. Home and family situation I am interested in for the future: _____

   _____

   _____

3. Recreation skills and leisure interests I will pursue: _____

   _____

   _____

4. I will investigate all these interests through

   a. ☐ taking a course (*specify:* _____)
   b. ☐ on-site tour (of factory, business, school, college, etc.)
   c. ☐ part-time job
   d. ☐ library investigation
   e. ☐ Job Service
   f. ☐ extracurricular activities (student clubs, YMCA, Scouts, 4-H, Future Business Leaders of America, Future Farmers of America, Future Homemakers of America, etc.)
   g. ☐ informational interview with employee
   h. ☐ informational interview with student
   i. ☐ informational interview with teacher
   j. ☐ informational interview with friend
   k. ☐ informational interview with parent
   l. ☐ informational interview with vocational or guidance counselor
   m. ☐ computer search on occupations/careers
   n. ☐ other sources

5. My first step will be: _____

   _____

6. I will take this first step by: _____
   (date)

Signed: _____ _____
(name) (date)

Developed by Nancy Deutsch and Roberta Gassman For Women's Education Resources, UW-Extension and Bureau for Vocational Education, Wisconsin Department of Public Instruction

Transparencies: 1-16

Transparency 1. Many of our ideas about the lives of adult women come from a time when homemaking and child-rearing were full-time occupations for most women. The figures that are collected by the federal government from the census and other sources show a very different situation today.

Today homemaking does not involve making the soap, weaving the cloth, butchering the animals, and many other tasks that were essential to survival. Today we usually purchase such products and services. The result is that a family needs more cash income than it used to, and women are now working in paid jobs in order to purchase their necessities.

The following transparencies show what is happening in the world of work and the need for job preparation.

Transparency 2. Today very few women are full-time homemakers even when they have children.

Transparency 3. Women are the head of the household and are providing for about 90 percent of the one-parent families.

Transparency 4. Most women are employed because they must support themselves or themselves and their children. Even those who have husbands (over one-third) are working to bring the family income above the poverty level.

Transparency 5. Women work out of economic necessity.

Transparency 6. Notice the change from 1950. Women are likely to be in the labor force for 29.3 years of their lives even when they marry and have children. The chart indicates how women's lives have changed in the last three decades. The figures for the average 16-year-old show the trend continuing. For 16-year-old girls, the worklife expectancy in 1979-80 was 29.3 years and for boys 39.1 years.

These figures are significant because they indicate girls should prepare for future work more carefully than women did in times when they expected to be employed for only a few years before marriage. Women are likely to be employed for a very long time so they should prepare to do something that they want to be doing and that will give them an adequate salary.

For males, these figures indicate that they should be prepared to share home and family tasks with wives who are employed outside the home.

And in Wisconsin, now that we have become a community property state, be aware that anything which either of you earns belongs to both of you jointly. The sharing of earnings implies that a couple also shares the unpaid labor of the household.

Transparency 7. This illustration dramatizes the great increase in family income that occurs with two incomes. Incidentally, it also indicates that women's pay is not commensurate with men's pay in most cases.

Transparency 8. The actual figures shown here are not very encouraging to women. Major efforts are being made to pay women equally for similar kinds of work. That effort is called "comparable worth." It is hoped that the effort will result in improved pay for women in the future. Women in professional occupations are already receiving pay that is more comparable to that of men. Noncaucasion, ethnic women find it even more difficult to earn a fair income; consequently they earn the least of all.

Transparency 8. The figures show the increasing number of women who do not have a husband and who must provide for themselves and for their children. Each of us is tempted to think that divorce will not happen to us, but we must be realistic about it and recognize the reality of these statistics.

Transparency 9. Given the number of divorces and the lower pay of women, it should not be surprising that poverty is a serious problem for many women. In this graph ten people are below the poverty level, six of whom are women. Please note the unemployment rates. Even minimum wage jobs are not available to many who want to work.

Transparency 10. It appears that the main reason that women earn less than men is that they work in jobs where most workers are women so employers have been able to follow the old pattern of paying women less because they think that women don't really need to provide for a family, as men do. The bar graphs compare pay for women's and men's jobs. In these comparisons the women's jobs require considerably more training and responsibility than the men's, but their pay is considerably lower.

Transparency 11. If girls don't want to wait for the day when "comparable worth" becomes a reality, then they must think about preparing for employment in a "nontraditional field." Here are some suggested nontraditional career fields.

Transparency 12. Now, to summarize. Work is changing. Most women today and in the future will work because they need to take care of themselves and their families. That being the case, women must be concerned about the low pay scales for the traditionally female jobs. Women must support equal pay efforts. Men should too. But women should also consider preparing for nontraditional employment in order to protect themselves financially.

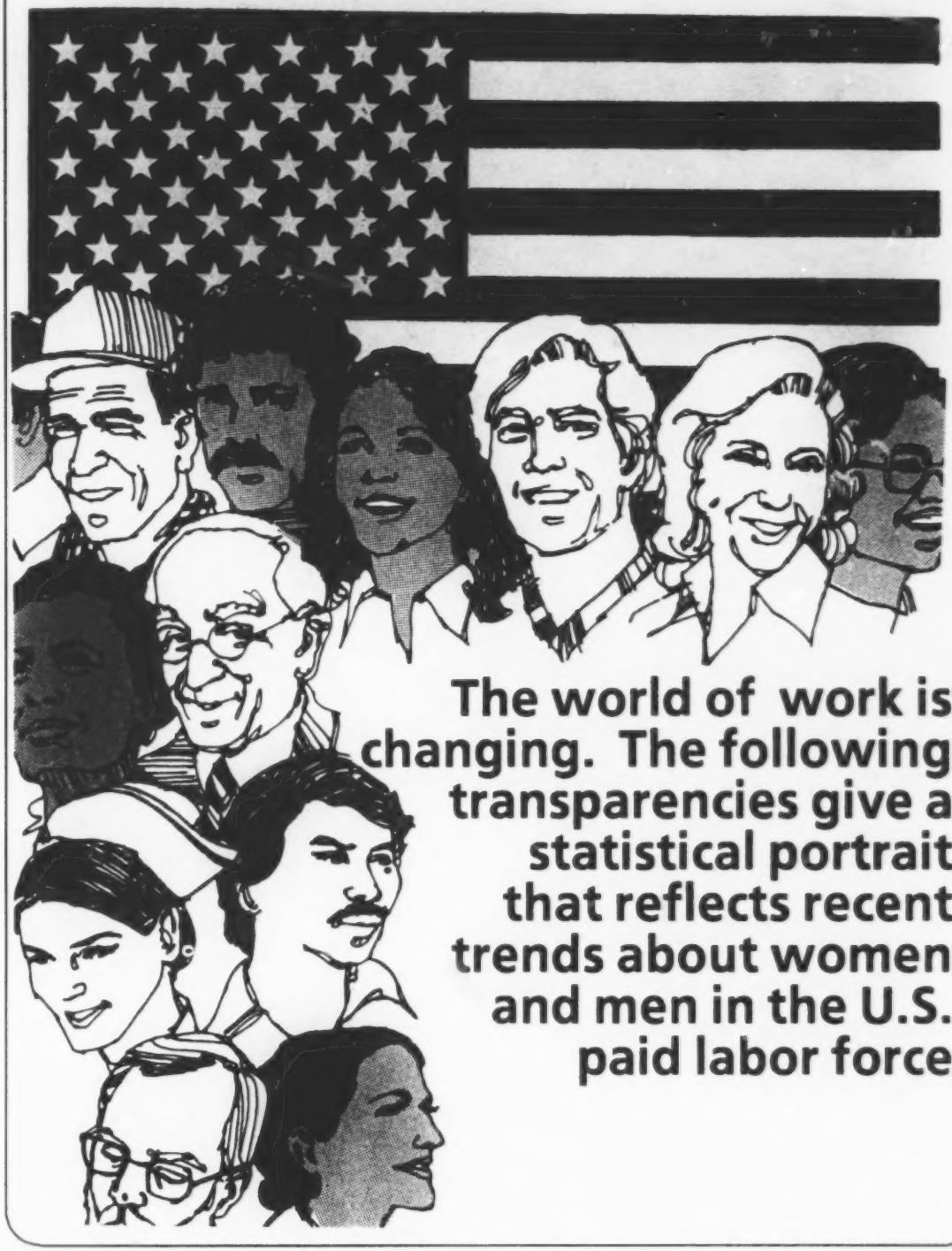
There is no reason that women cannot do nontraditional jobs. Even those that involve muscle work can be done by women who are fit or machine assisted. Furthermore, most jobs in this technological society require brains more than brawn. Women need to prepare for these jobs.

Transparency 13. Self explanatory.

Transparency 14. There is a real correlation between amount of schooling and earnings. For younger adults earnings for high school graduates are about the average. For those over 24, the worker must have some college work to earn the median pay. The average female worker is as well educated as the average male worker; in March 1985 both had completed a median of 12.8 years of schooling.

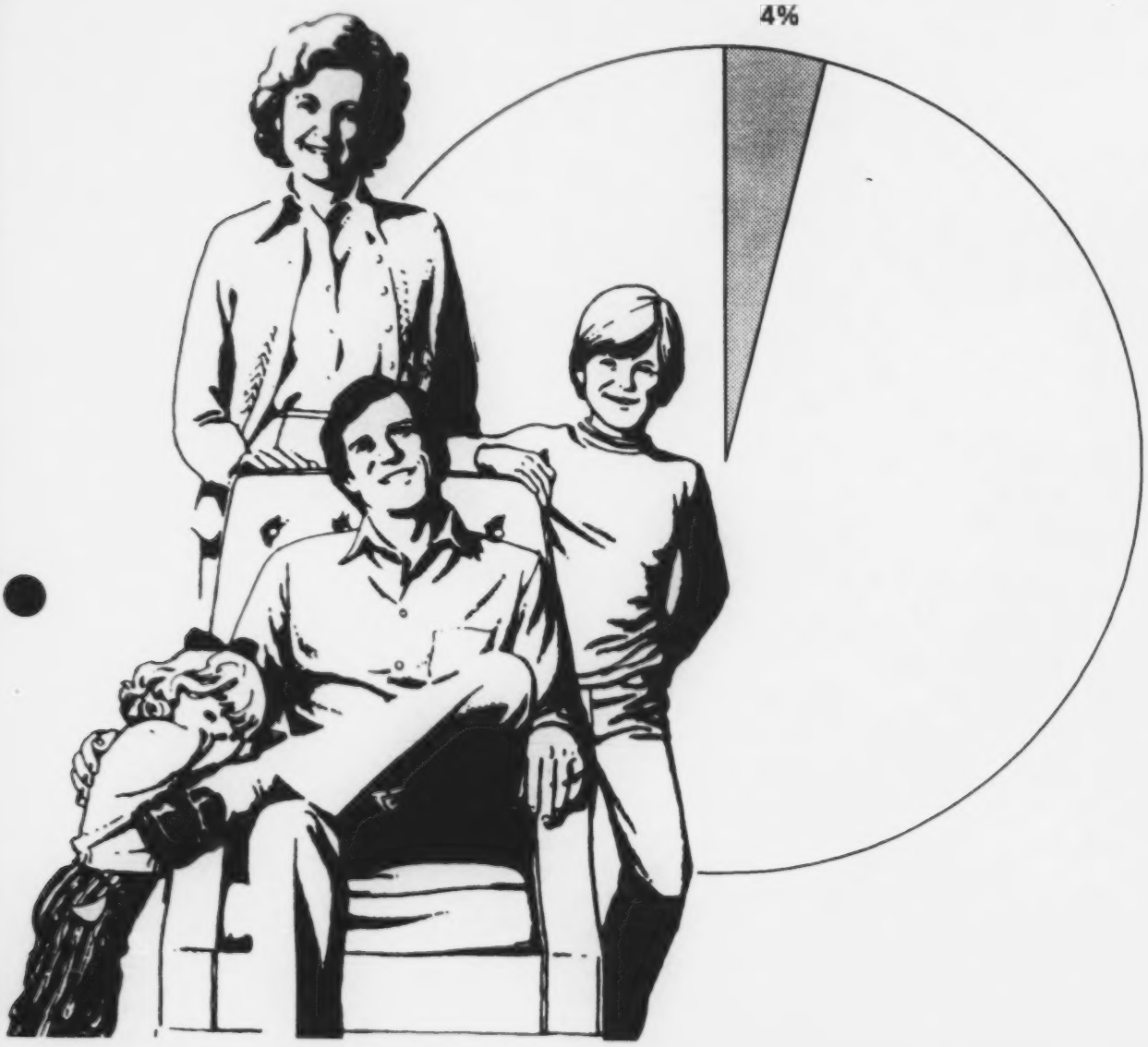
Transparency 15. Women are still concentrated in low-paying jobs. Women high school graduates working full-time had median income in 1984 somewhat lower than that of fully-employed men who had completed less than eight years of elementary school.

The World of Work



The world of work is changing. The following transparencies give a statistical portrait that reflects recent trends about women and men in the U.S. paid labor force

Traditional Family Model



Only 4 percent of all U.S. families fit the traditional family model of two children at home, husband as breadwinner, and wife as full-time homemaker.

Source: 1984 Current Population Survey, U.S. Bureau of the Census

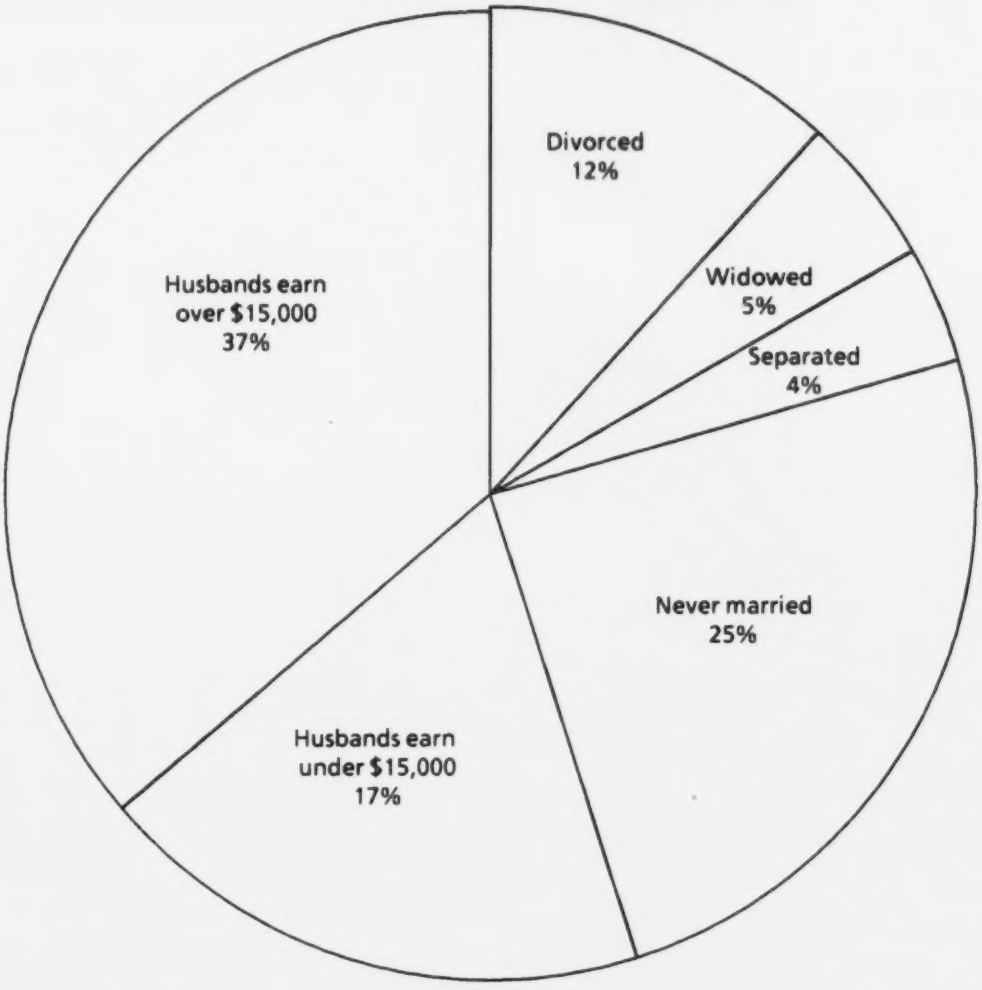
One Parent Families

Between 1970 and 1983 the number of one-parent families doubled, reaching 10,265,000. The growth is attributed largely to more marriages ending in divorce and more women having children without marrying.

Women are providing for about 90% of the one-parent families.

Source: Women's Bureau, U.S. Dept. of Labor, 1986

Women and Economic Necessity

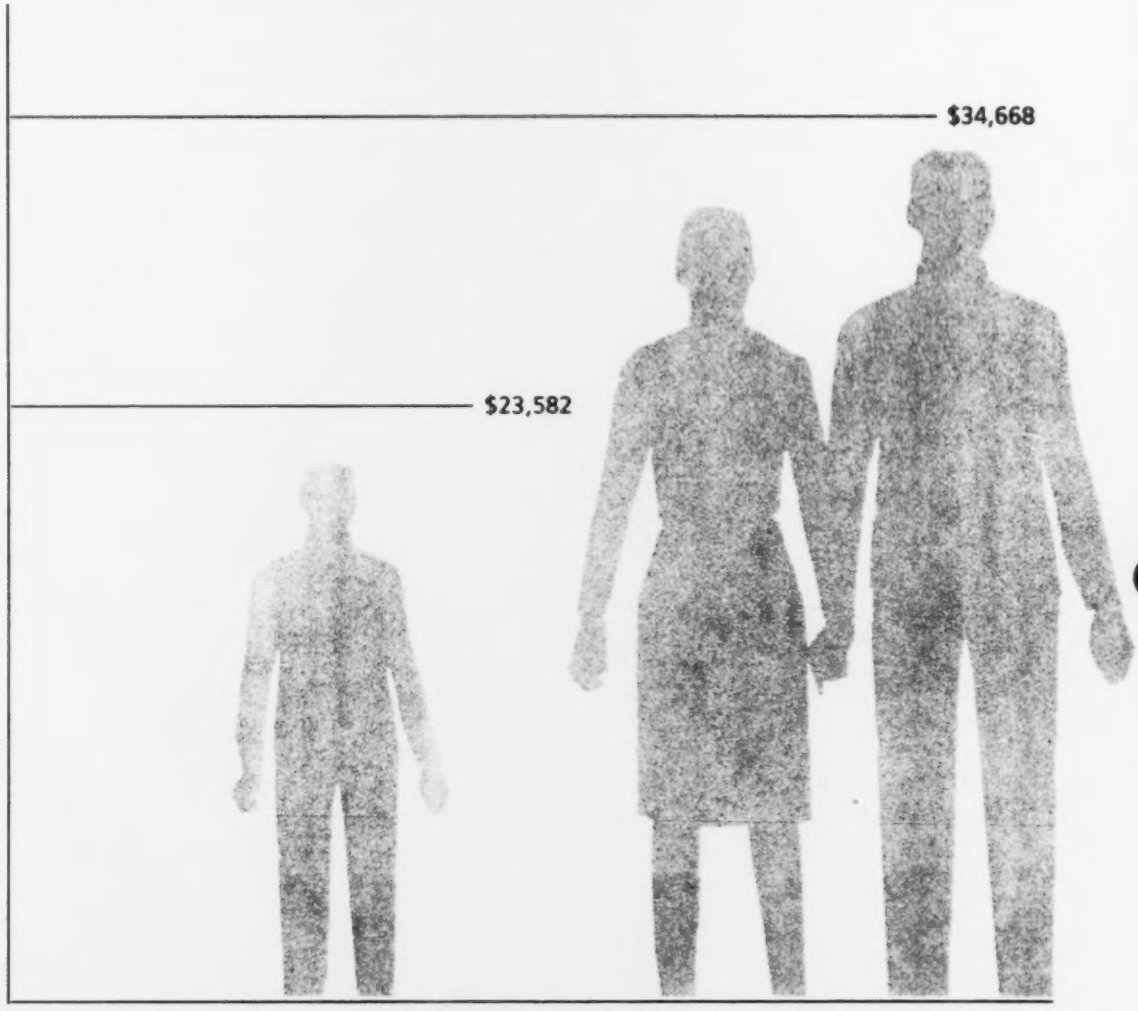


The majority of women work because of economic necessity. 17% of employed women have husbands who earn less than $15,000. 46% of employed women are widowed, separated, divorced, or never were married. Only 37% of employed women have husbands who earned more than $15,000.

Source: U.S. Dept. of Labor, Women's Bureau, 1986

Wives in The Labor Force

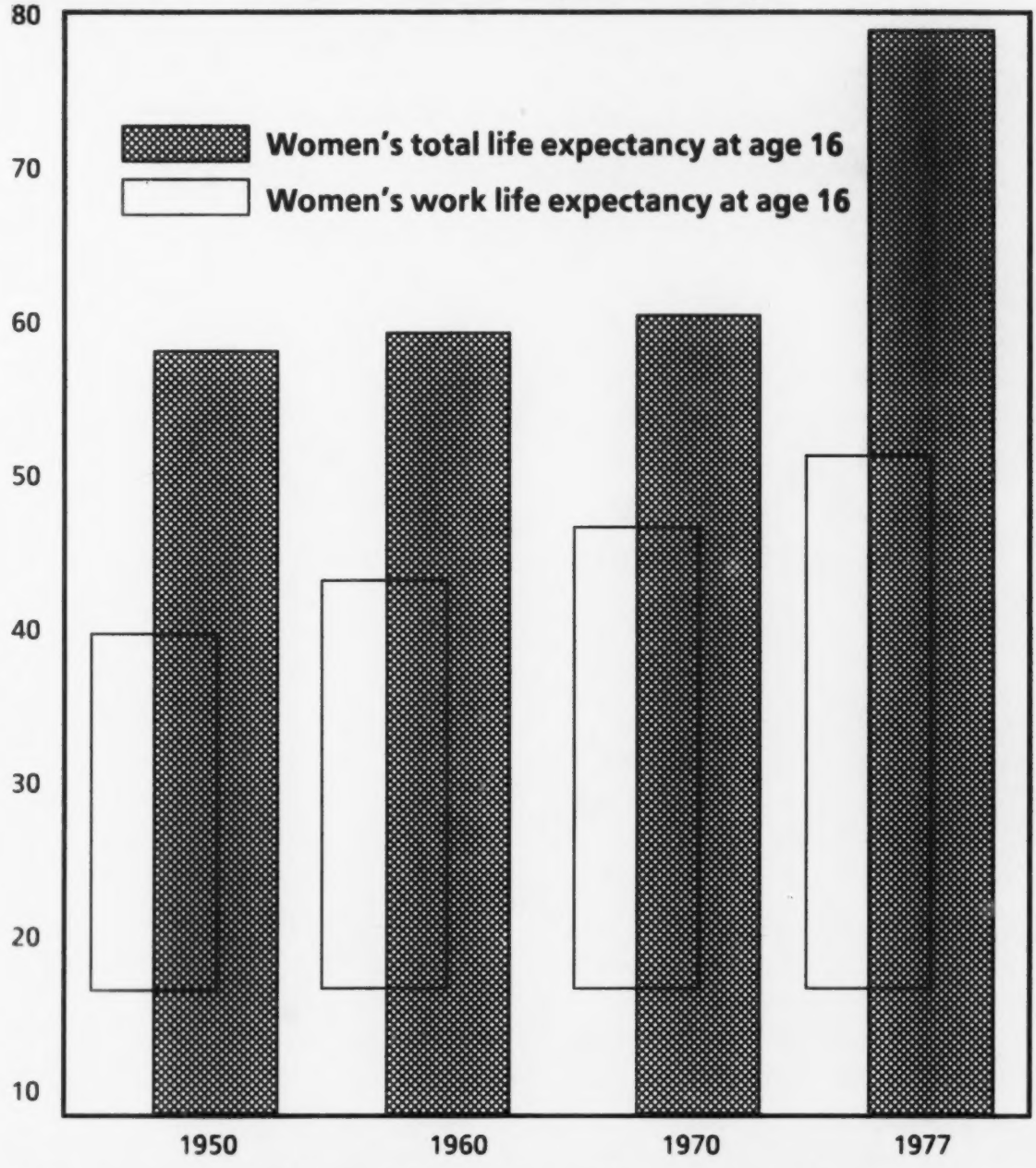
Women in the labor force contribute to family necessities. The number of wives working for pay increased from 40% in 1972 to 54% in 1984.



In 1984 the median income of married couples with both in the paid labor force was $34,668, compared with $23,582 in similar families without that second income.

Source: U.S. Dept. of Labor, Women's Bureau, 20 Facts About Women Workers, 1986

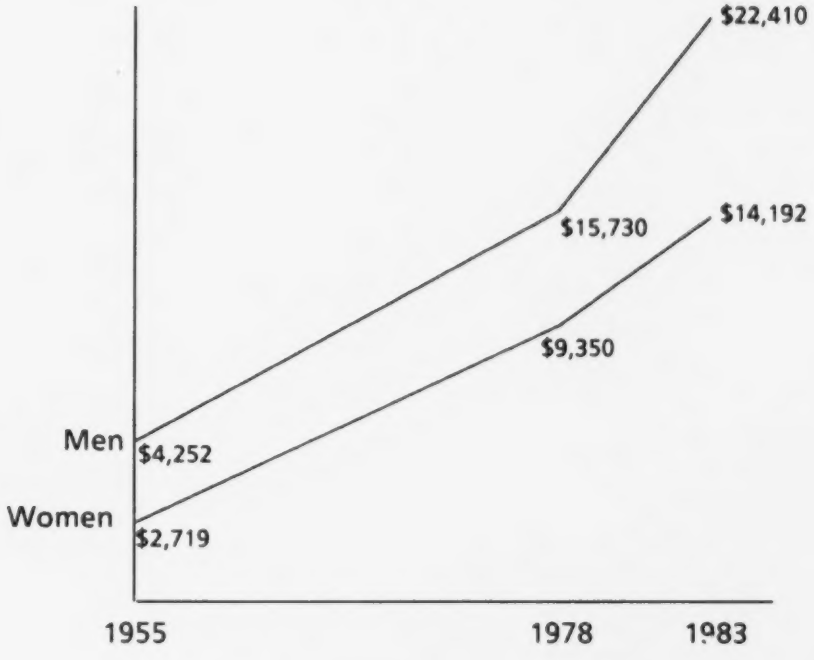
Women's Work Life Expectancy



About 51 million women, 16 years and older, were working or seeking employment in 1985. An average 16-year-old woman can expect to spend an average of 29.3 years of her life in the labor force. The comparable figure for men is 37 years.

Source: "Twenty Facts About Women Workers, Women's Bureau, U.S. Dept. of Labor, April 1986.

Comparable Work/Lower Wages

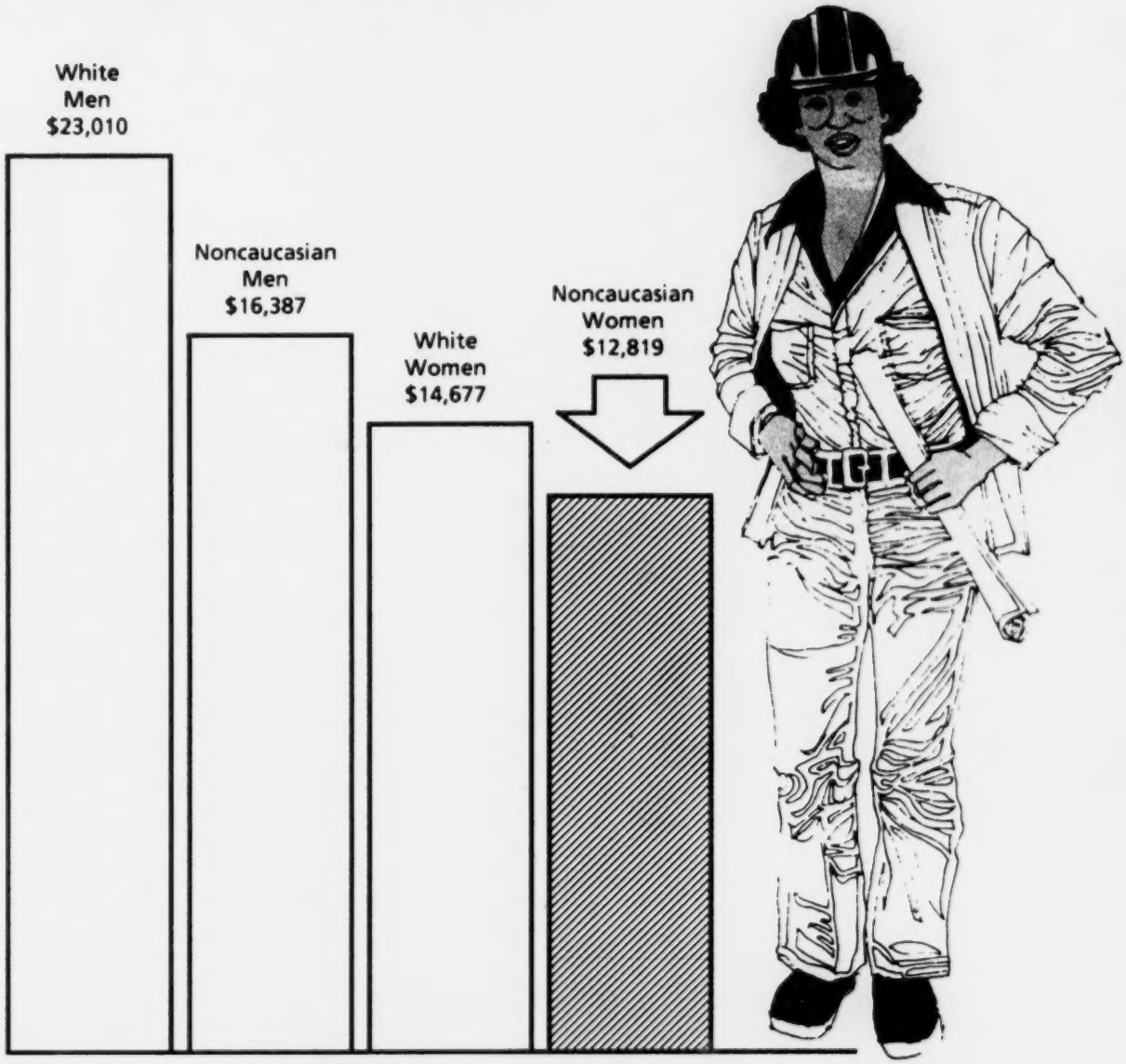


Average Annual Income

Women earn less than men for comparable work. Women who work year-round at full-time jobs earn only 64¢ for every dollar earned by men. Unfortunately, the situation is not getting better even though the average female worker is as well educated as the average male worker (12.8 median years of schooling).

Source: U.S. Dept. of Labor, Women's Bureau, 1984, and "Twenty Facts," 1986.

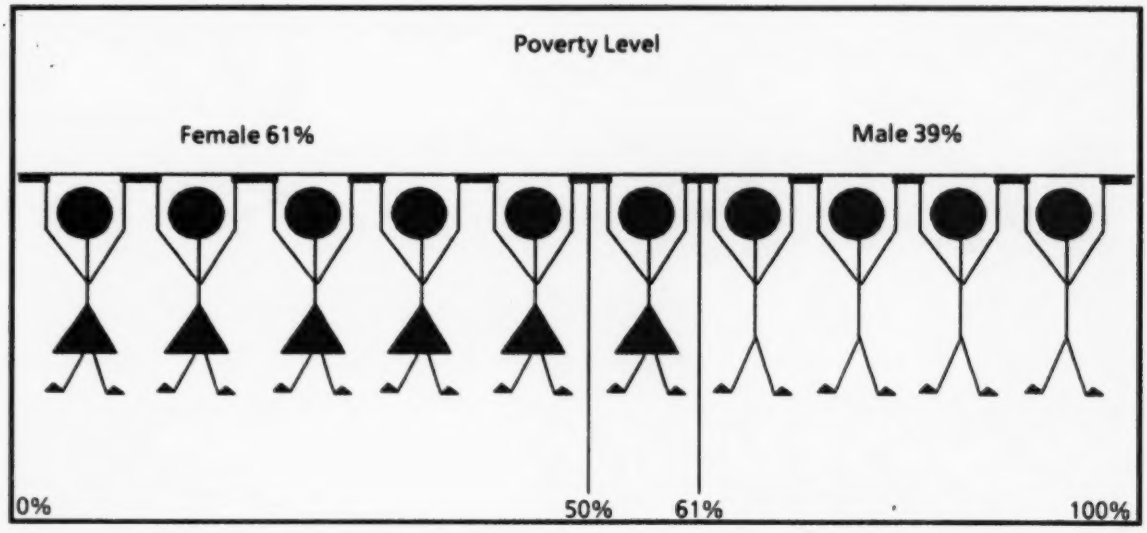
Average Annual Income



44% of the civilian labor force are women. White women earn less than noncaucasian men, but noncaucasian women earn the least of all.

Source: "Twenty Facts," U.S. Department of Labor, Women's Bureau, 1986.

Women and Poverty



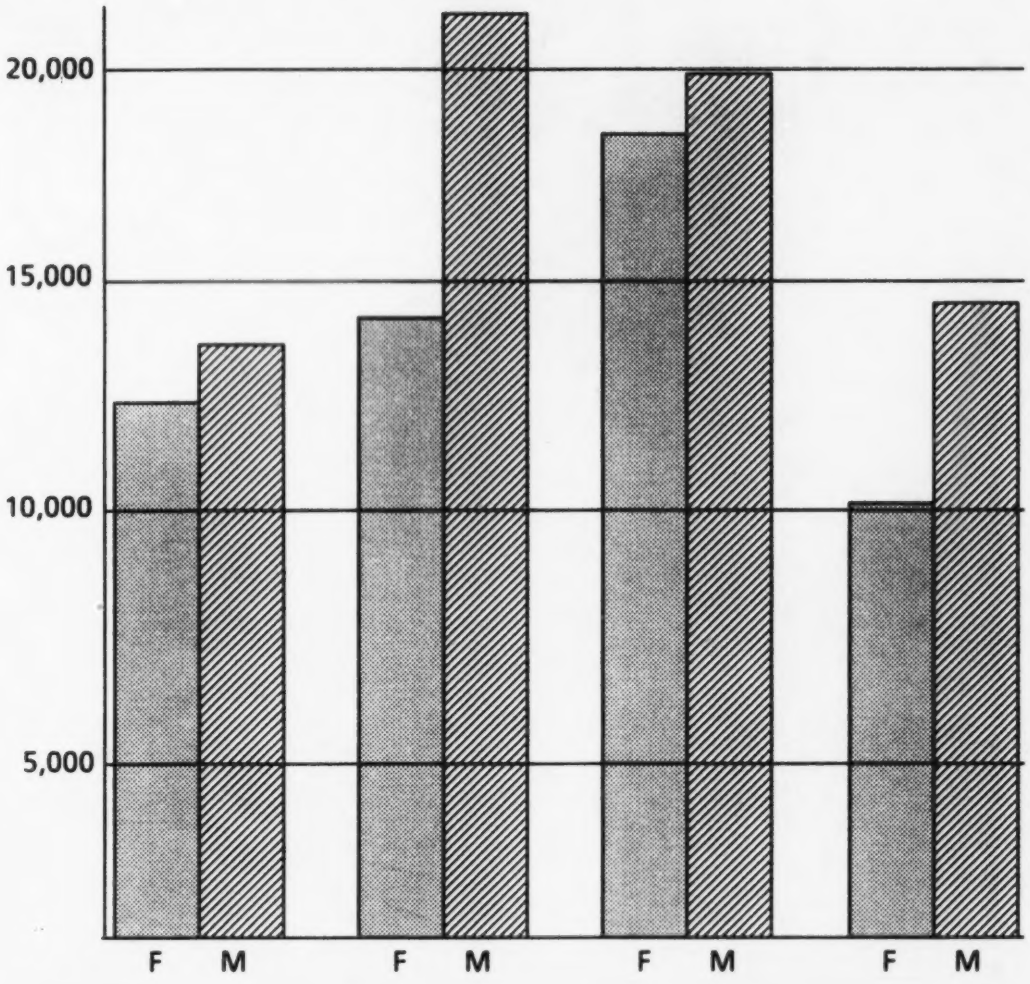
1985 Unemployment Rates

Teenagers (16-19 Years)	Rate	Adults (20 Years of Age & Over)	Rate
Black men	41.0	Black Men	13.2
Black women	39.2	Black women	13.1
Hispanic men	24.7	Hispanic women	9.9
Hispanic women	23.8	Hispanic men	9.1
White men	16.5	White women	5.7
White women	14.8	White men	5.4

Poverty is a serious problem for women. Women represented 61% of all persons aged 16 and up who had incomes below the poverty level in 1984.

Source: "20 Facts About Women Workers," Women's Bureau, U.S. Department of Labor, 1986.

Occupational Segregation



Average Annual Income Comparisons Between Traditional Male/Female Positions

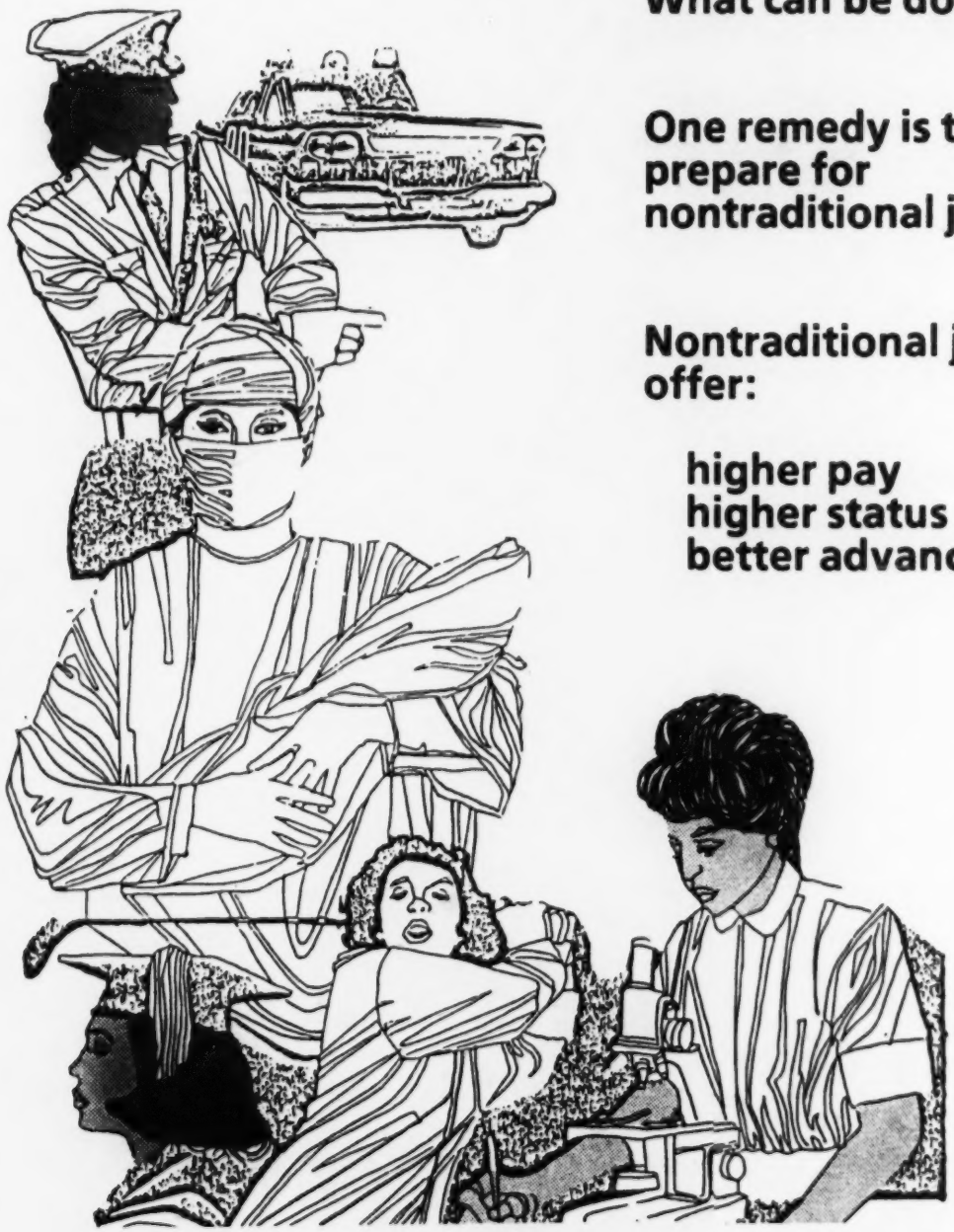
There is general agreement that women's lower earnings result in large part from their concentrated employment in the lower-paying industries and occupations where they make up a major portion of the workforce. Occupational segregation causes women's work to be underpaid and undervalued.

Source: "A Fact Sheet on Pay Equity," National Commission Working Women, 2000 P St. N.S., Washington DC 20036

Nontraditional Employment

A woman can increase earnings by preparing for employment in nontraditional fields. Pay equity will also be improved when employers accept pay scales based on the "comparable worth" of jobs rather than just strictly equal pay for exactly the same job.

Advantages of Nontraditional Jobs



What can be done?

One remedy is to prepare for nontraditional jobs.

Nontraditional jobs offer:

- **higher pay**
- **higher status**
- **better advancement**

The world of work needs to change. Women work out of economic necessity, yet receive lower pay than men in equivalent jobs.

Sex Role Stereotyping

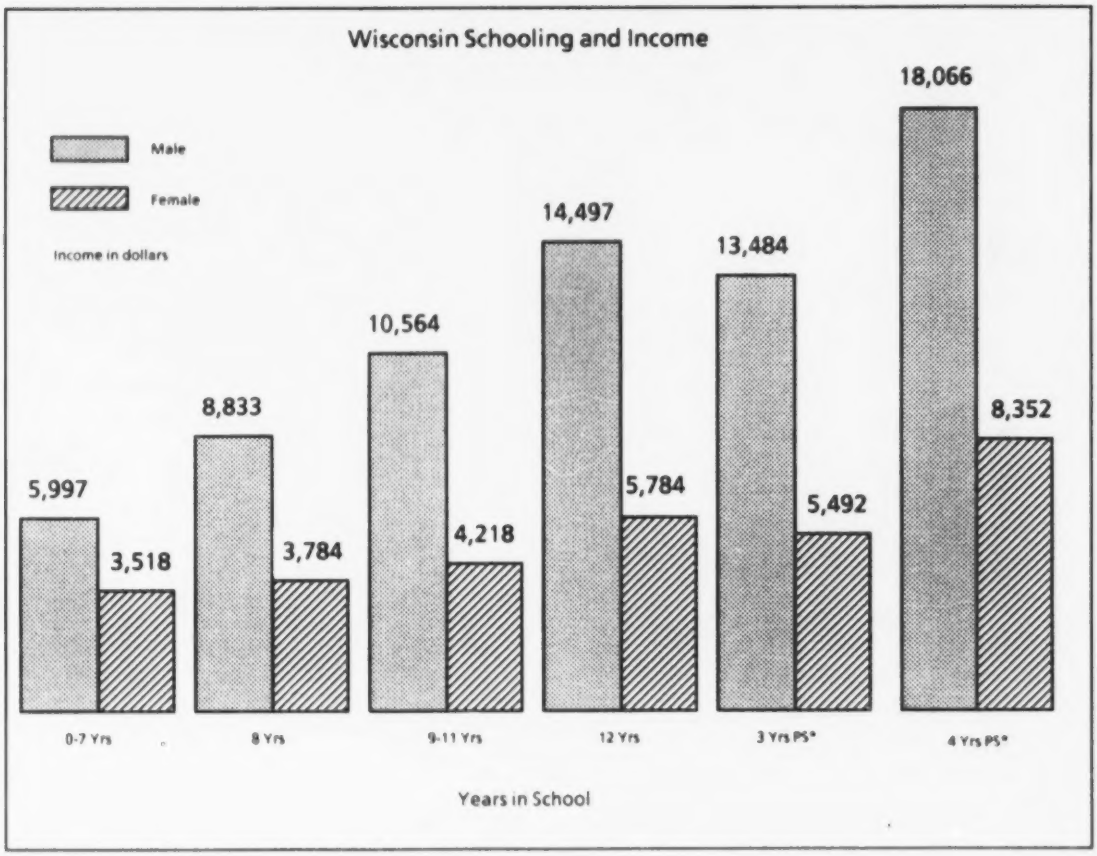
Sex role stereotyping needs to change both in the home and in the work place. Both men and women need marketable job skills.

Education Level and Earnings

U.S. Median Earnings by Education Level		
Year Round, Full Time	Age 18-24	Age 25-64
Median Earnings, 1984	$11,537	$20,752
Less than 4 Yrs of High School	$ 9,551	$14,778
4 Yrs of High School	$11,331	$18,350
1-3 Yrs of College	$11,897	$21,079
4 Yrs or more of College	$16,470	$27,777

Source: Labor Market Information, Employment and Training Policy Division of the Department of Industry, Labor and Human Relations.

Wisconsin Schooling and Income



*Post Secondary

Source: 1980 Census of Population. Wisconsin Department of Industry, Labor and Human Relations.

Sources of Information

Wage information can be combined with other sources for analysis.

The Bureau of Labor Statistics publishes a wide array of data about women in the labor force. This information is presented to the public through a variety of publications, including news releases, periodicals, bulletins, reports, tapes, and diskettes. More information can be obtained by writing to the U.S. Department of Labor, Bureau of Statistics, Washington, DC 20212.

Appendixes

124

Glossary

Life/Work Planning: A process or method by which individuals take stock of their skills and interests to set goals and make plans for reaching those goals.

Life path: The sequence of stages in an individual's life.

Traditional: An activity or belief or practice that has become common and expected.

Nontraditional: Something that is *not* traditional; unusual. For example, industrial technology would be a nontraditional course for a girl as sewing is for boys.

Sex-role stereotyping: Attributing behaviors, abilities, interests, values and roles to a person or group on the basis of their sex. [PI 9.02(14), Wis. Admin. Code]

Occupation: That work activity which occupies a person, usually for pay.

Sex Discrimination: Any action, policy or practice, including bias, stereotyping and pupil harassment which is detrimental to a person or group of persons, and differentiates or distinguishes among persons or which limits or denies a person or group of persons opportunities, privileges, roles or rewards based, in whole or in part on sex, or which perpetuates the effects of past discrimination [PI 9.02(5), Wis. Admin. Code].

Sex Bias: An inclination for or against a person based on their sex; attitudes that assume that either females or males are superior to the other because of sex.

Additional Resources

Issue	Resource Idea
Overview of Life/Work Planning General Background to Materials	*Where Do I Go From Here With My Life* J. Crystal, R. Bolles, Seabury Press, 1980. *What Color Is Your Parachute* R. Bolles, Ten Speed Press, 1972, Revised 1989. *The Quick Job Hunting Map* R. Bolles, Ten Speed Press, 1986. *Resources for Educational Equity: Current Catalog.* WEEA Publishing Center, Inc. 55 Chapel Street, Newton, MA 02160. Call toll free: 800-225-3088.
Race, Sex, and Cultural Diversity Module 1	*Open Minds to Equity: A Sourcebook of Learning Activities to Promote Race, Sex, Class and Age Equity*, Nancy Schniedwind/Ellen Davidson,Prentice Hall, Inc., Englewood Cliffs, NJ 07632, 1983. *Choices and Careers, Free To Choose, a Career Development Project for Tribal Girls* Office of Women's Education Resources, UW-Extension, 610 Langdon, Madison, WI 53706. *Women's History Resources*, National Women's History Project Resource Service Catalog, updated annually., P.O. Box 3716 Santa Rosa CA, 95402-3716.
Teenage Pregnancy Module 2 **Decision-Making** Module 2	*Values and Choices* (1987), Middle school curriculum, 15 lessons including short videos and activities, Search Institute, 122 West Franklin, Suite 525, Minneapolis, MN 55404. *Getting It Together*, B. A. Mattox, Pennant Press, 1975. *Deciding* H. B. Galath, B. Varnhorst, R. Carey, College Entrance Examination Board, New York, 1972.
Avoiding of Math and Science Anxiety Module 2	Smith, Walter S., et al. *Comet Science.* Lawrence: The University of Kansas, 1984. Kreinberg, Nancy, et al. *I'm Madly in Love with Electricity and Other Comments About Their Work by Women in Science and Engineering.* Berkeley: Lawrence Hall of Science, University of California, 1980. EQUALS. (To Promote Participation of Women in Science.) Lawrence Hall of Science, University of California, Berkeley, CA, 1980. *Women Moving Up, A Resource Directory Focusing on Careers in Science, Engineering and Technology*, Christine Cremes, 1980. *The Sky's the Limit in Math-Related Careers*, Judy Askew, 1982. WEEA Publishing Center, Education Development Center, Inc., 55 Chapel Street, Newton, MA 02160.

Issue	Resource Idea
Avoiding of Math and Science Anxiety (continued)	*Decisions About Science: Fair Play*. Self concept and decision making skills in middle school (teacher's guide), Byron G. Massialas, 1983. WEEA Publishing Center, Education Development Center, Inc., 55 Chapel Street, Newton, MA 02160. *IDEAS for Equitable Computer Learning*. Center for Educational Equity, American Institutes for Research, P.O. Box 1113, Palo Alto, CA 94302, 414-493-3350. *A Matter of Pride: Twenty Posters and Biographies on Women in History and in Nontraditional Careers*. Organization for Equal Education of the Sexes, 438 Fourth Street, Brooklyn, NY 11218, 718-788-3478. *The Neuter Computer: Computers for Girls and Boys*. Women's Action Alliance, 370 Lexington Avenue, Room 603, New York, NY 10017, 212-532-8330. *Nothing But Options* (video). Math/Science Network, c/o Mills College, Oakland, CA 95613, 415-430-2230. *Science Abled*. Science Abled Project, B322 School of Dentistry, University of Michigan, Ann Arbor, MI 48109, 313-763-3337. *We all Count in Family Math* (video). Ellen Humm, Family Math, University of California, Lawrence Hall of Math, Berkeley, CA 94720, 415-642-1823. *Women, Numbers and Dreams*. National Women's History Project, P.O. Box 3716, Santa Rosa, CA 95402, 707-526-5974. *Debugging the Program: Computer Equity Strategies for the Classroom Teacher*. Project on Equal Education Rights (PEER), 1333 H Street, NW, 11th Floor, Washington, DC 20005, 202-682-0940.
People with Disabilities Module 2	*See Me More Clearly—Career and Life Planning for Teens with Physical Disabilities*. J. Slayton Mitchell, Harcourt Brace Jovanovich, 1980.
Exploring Occupations Module 7	Career Day, Career Fair, Interest and Aptitude Tests.
Nontraditional Jobs Module 7	Employment Options, Inc., 2095 Winnebago, Madison, WI 53704; 608-244-5181.
Wage and Other Information	Bureau of Labor Statistics, U.S. Department of Labor, Bureau of Statistics, Washington, D.C. 20212, April 1989.

20 Facts on Women Workers*

Fact Sheet No. 88-2

1. Nearly 54 million women 16 years of age and over were working or looking for work in 1987. Ten years earlier, about 41 million women were in the civilian labor force. Women accounted for more than three-fifths (62 percent) of the increase in the civilian labor force since 1977—13.0 million women compared with 7.8 million men.

2. In 1987, 67 percent of all women 18 to 64 years of age, or 50.8 million women, were in the civilian labor force compared with 88 percent of all men in this age group. Fifty-six percent of all women 16 years of age and over were labor force participants. Participation was highest among women 35 to 44 years of age; 75 percent of women in this age group were in the labor force.

3. The average woman worker 16 years of age in 1979-80 could except to spend 29.3 years of her life in the labor force, compared with 39.1 years for a 16-year-old man. White and black women could expect to spend 29.6 and 27.8 years, respectively, of their lives in the labor force.

4. Women accounted for over 44.8 percent of all persons in the civilian labor force in 1987. Among these, half of all black workers were women; 44.1 percent of all white workers were women; and 39.5 percent of all Hispanic workers were women.

5. The influx of women into the labor force during the 1970s and early 1980s has resulted in nearly equal labor force participation rates among black women, white women and women of Hispanic origin. In 1987, 58 percent of black women (6.5 million), 55.7 percent of white women (45.5 million), and 52 percent of Hispanic women (3.4 million) were in the labor force. The first time at least 50 percent of Hispanic women of working age were in the labor force was in 1986.

6. About 14 million or 28 percent of all women workers in nonagricultural industries held part-time jobs (less than 35 hours a week) in 1987. Seventy-nine percent of the part-time workers were employed on a voluntary basis. Almost two-thirds (65.2 percent) of all part-time workers were women.

7. Women continue to constitute large proportions of workers in traditionally female occupations. In 1987 women represented 80 percent of all administrative support (including clerical) workers, but only about 9 percent of all precision production, craft, and repair workers. Women were 69 percent of all retail and personal services sales workers but only 38 percent of all executives, managers, and administrators. There were 15,566 women working as apprentices in 1987. This was 6.4 percent of all apprentices.

*U.S. Department of Labor, Office of the Secretary, Women's Bureau, 1986.

8. The unemployment rate for all women in the labor force was 6.2 percent in 1987; for women 20 years of age and over, it was 5.4 percent. Despite reduced population and therefore less competition, teenagers, especially blacks and Hispanics, experienced very high unemployment rates.

1987 UNEMPLOYMENT RATES

Teenagers (16-19 years)	Rate	Adults (20 years and over)	Rate
Black Men	34.4	Black Men	12.9
Black Women	34.9	Black Women	11.1
Hispanic Men	24.5	Hispanic Men	7.8
Hispanic Women	25.1	Hispanic Women	7.7
White Men	15.5	White Men	4.8
White Women	13.4	White Women	4.6

Source: U. S. Department of Labor: Bureau of Labor Statistics, Employment and Earnings, January 1988.

9. Most women work because of economic need. The majority of women in the labor force (60 percent) in March 1987 were either single (25 percent), divorced (12 percent), widowed (4 percent), separated (4 percent), or had husbands whose 1986 earnings were less than $15,000 (15 percent).

10. Wives in the labor force contribute substantially to family income. In March 1987, 56 percent of married couple families had wives in the paid labor force as compared with 40 percent in March 1972. In 1986 the median income of married couples families with the wife in the paid labor force was $38,346 compared with $25,803 for those without the wife in the paid labor force.

11. Women represented 63 percent of all persons 16 years old and over with poverty level incomes in 1986. The poverty rate of all persons in families maintained by women with no husband present was 34.2 percent; for related children in those it was 54.4 percent. There were 3.6 million families maintained by women (no husband present) that had incomes below the poverty level in 1986.

12. The more education a women has, the greater the likelihood she will seek paid employment. Among women 25 to 54 years of age with four or more years of college in March 1987, 82 percent were in the labor force. Among women of the same age group with less than 4 years of high school, 70 percent were in the labor force in March 1987.

13. The median income of women who worked year round, full-time in 1986 was $16,843 and $25,894 for men. Geographically, women who resided in the western and northeastern sections of the United States had slightly higher median incomes than those living in the southern and midwestern portions of the country in 1986.

1986 MEDIAN EARNINGS
YEAR-ROUND, FULL-TIME WORKERS

All Women	$16,843	All Men	$25,894
White Women	17,101	White Men	26,617
Black Women	14,964	Hispanic Men	18,766
Hispanic Women	14,191	Black Men	17,008

Source: U. S. Department of Commerce: Bureau of the Census, Money Income and Poverty Status of Families and Persons in the United States: 1986 (Advance data from the March 1987 Current Population Survey).

14. The median income of female high school graduates (with no college) working year round, full-time in 1986 was somewhat higher than that of fully employed men who had completed less than 8 years of elementary school—$15,947 and $14,485, respectively. In 1986 women with 4 years of college education had a median income below that of men who had only a high school diploma—$22,412 and $24,701, respectively.

15. Women are still heavily concentrated in low paying jobs. Thus, the average woman earns 65 cents for every dollar earned by the average man when both work year round, full-time. According to 1987 median weekly earnings data, the five most lucrative occupations for women are lawyers, physicians, engineers, personnel and labor relations managers, and computer systems analysts and scientists.

16. More women are choosing to be entrepreneurs—starting their own businesses. The number of women-owned businesses in the United States rose from 1.9 million in 1977 to 3.3 million in 1983. Women's share of all nonfarm sole proprietorships rose from nearly 23 percent in 1977 to 28 percent in 1983.

17. The 33 million women with children under age 18 had a labor force participation rate of 64.7 percent in March 1987. About 57 percent of mothers with preschool children (8.9 million mothers) were labor force participants in March 1987.

18. About 33 million children (55.8 percent) under age 18 had working mothers in March 1987. Ten million children under age 6 (48.7 percent) had working mothers in March 1987.

19. In 1986 women maintained 51 percent of all poor families. They maintained 75 percent of poor black families, including 3.2 million related children; about 49 percent of Hispanic families, including 1.2 million related children; and 42 percent of poor white families, including 3.5 million related children.

20. Women are maintaining an increasing proportion of all families (16.6 percent in 1987). In white families, women maintained 13 percent; in black families, 43 percent; and in Hispanic families, 23 percent. Slightly more than two fifths (42 percent) of the 3.8 million increase in family households between 1980 and 1986 was attributable to families maintained by women. In contrast, between 1940 and 1960, families maintained by women accounted for only 8 percent of the increase in the number of families. The majority of these lone parent women are in the labor force.

FAMILIES MAINTAINED BY WOMEN, MARCH 1987

	Number of Families	Percent of Families	Labor Force Participation Rate of Family Head
Total[1]	10,896,000	16.6	62.3
White	7,583,000	13.5	63.8
Black	3,042,000	42.5	58.5
Hispanic Origin	1,069,000	23.9	50.9

[1] Componets will not equal the total because data for the "other races" group are not presented separately and Hispanics are included in both the white and black population groups.

Source: U. S. Department of Labor: Bureau of Labor Statistics, Employment and Earnings, January 1988.

Section 118.13, Wisconsin Statutes

118.13 Pupil discrimination prohibited. (1) No person may be denied admission to any public school or be denied participation in, be denied the benefits of or be discriminated against in any curricular, extracurricular, pupil services, recreational or other program or activity because of the person's sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability.

(2)(a) Each school board shall develop written policies and procedures to implement this section and submit them to the state superintendent as a part of its 1986 annual report under s. 120.18. The policies and procedures shall provide for receiving and investigating complaints by residents of the school district regarding possible violations of this section, for making determinations as to whether this section has been violated and for ensuring compliance with this section.

(b) Any person who receives a negative determination under par. (a) may appeal the determination to the state superintendent.

(3)(a) The state superintendent shall:

1. Decide appeals made to him or her under sub. (2)(b). Decisions of the state superintendent under this subdivision are subject to judicial review under ch. 227.

2. Promulgate rules necessary to implement and administer this section.

3. Include in the department's biennial report under s. 15.04(1)(d) information on the status of school district compliance with this section and school district progress toward providing reasonable equality of educational opportunity for all pupils in this state.

(b) The state superintendent may:

1. Periodically review school district programs, activities and services to determine whether the school boards are complying with this section.

2. Assist school boards to comply with this section by providing information and technical assistance upon request.

(4) Any public school official, employe, or teacher who intentionally engages in conduct which discriminates against a person or causes a person to be denied rights, benefits, or privileges, in violation of sub. (1) may be required to forfeit not more than $1,000.

Section note: Ch. 418 s. 929(55)(a), Laws of 1977; 1983 Act 374, 412; 1985 Act 29; 1985 Act 29 s. 3043(1) provides that the state superintendent shall submit the rules required under s. 18.13(3)(a)2 in final draft form no later than July 1, 1986.

DEPARTMENT OF PUBLIC INSTRUCTION

Chapter PI 9

PUPIL NONDISCRIMINATION

PI 9.01 Discrimination prohibited
PI 9.02 Definitions
PI 9.03 Policies
PI 9.04 Complaint procedure
PI 9.05 Public notice
PI 9.06 Evaluation
PI 9.07 Reporting
PI 9.08 State superintendent

PI 9.01 Discrimination prohibited. This chapter establishes procedures for compliance with s. 118.13, Stats., which provides that no person may be denied admission to any public school or be denied participation in, be denied the benefits of or be discriminated against in any curricular, extracurricular, pupil services, recreational or other program or activity because of the person's sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability. This chapter does not intend to prohibit the provision of special programs or services based on objective standards of individual need or performance to meet the needs of pupils, including gifted and talented, special education, school age parents, bilingual bicultural, at-risk and other special programs; or programs designed to overcome the effects of past discrimination.

History: Cr. Register, October 1986, No. 370. eff. 11-186.

PI 9.02 Definitions. In this chapter:

(1) "Bias" means an inclination for or against a person or group of persons based, in whole or in part, on sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability, that inhibits impartial or objective judgment affecting pupils.

(2) "Board" means the school board in charge of the public schools of a district.

(3) "Curricular program or activity" means a particular course or courses of study within the scope of the curriculum.

(4) "Department" means the Wisconsin department of public instruction.

(5) "Discrimination" means any action, policy or practice, including bias, stereotyping and pupil harassment, which is detrimental to a person or group of persons and differentiates or distinguishes among persons, or which limits or denies a person or group of persons opportunities, privileges, roles or rewards based, in whole or in part, on sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or

physical, mental, emotional or learning disability, or which perpetuates the effects of past discrimination.

(6) "Extracurricular program or activity" means an activity not falling within the scope of the curriculum and includes all organized pupils' activities which are approved or sponsored by the school board whether on or off school property.

(7) "National origin" includes pupils whose dominant language is other than English.

(8) "Pregnancy" includes any pregnancy related condition.

(9) "Pupil harassment" means behavior towards pupils based, in whole or in part, on sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability which substantially interferes with a pupil's school performance or creates an intimidating, hostile or offensive school environment.

(1) "Pupil services" means a program of pupil support services and activities including counseling, health and nursing, psychological and social work services.

(11) "Recreational program or activity" means any leisure time activity for school age children approved or sponsored by the school board and includes city recreational programs which are administered by a school board.

(12) "Sexual orientation" has the meaning defined in s. 111.32(13m), Stats.

(13) "State superintendent" means the superintendent of public instruction for the state of Wisconsin.

(14) "Stereotyping" means attributing behaviors, abilities, interests, values and roles to a person or group of persons on the basis, in whole or in part, of their sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability.

History: Cr. Register, October 1986, No. 370. eff. 11-1-86.

PI 9.03 Policies. (1) Each board shall develop policies prohibiting discrimination against pupils. The policies shall include the following areas:

(a) Admission to any school, class, program or activity. This does not prohibit placing a pupil in a school, class, program or activity based on objective standards of individual performance or need.

(b) Standards and rules of behavior, including pupil harassment.

(c) Disciplinary actions, including suspensions and expulsions.

(d) Acceptance and administration of gifts, bequests, scholarships and other aids, benefits, or services to pupils from private agencies, organizations or persons.

(e) An instructional and library media materials selection policy consistent with s. 121.02(1)(h), Stats., and s. PI 8.01(2)(h).

(f) Methods, practices and materials used for testing, evaluating and counseling pupils. This does not prohibit the use of special testing or counseling materials or techniques to meet the individual needs of pupils.

(g) Facilities. This does not prohibit separate locker rooms, showers and toilets for males and females, but the separate facilities must be comparable.

(h) Opportunity for participation in athletic programs or activities. This does not prohibit separate programs in interscholastic athletics for males and females, but the programs shall be comparable in type, scope and support from the school district.

(i) School sponsored food service programs under 42 USC ss. 1751 et. seq.

(2) Existing board policies which meet the requirements of this chapter, including those adopted by the board in compliance with federal statutes such as Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973, may be incorporated into the policies required under this chapter. These policies shall be included in those presented for public hearing and commentary under sub. (3).

(3) The policies shall be adopted by the board following a public hearing or an opportunity for public commentary at a board meeting.

History: Cr. Register, October 1986, No. 370. eff. 11-1-86.

PI 9.04 Complaint procedure Each board shall:

(1) Designate an employe of the school district to receive complaints regarding discrimination under s. 118.13, Stats., and this chapter.

(2) Establish a procedure for receiving and resolving complaints from residents of the school district or aggrieved persons under s. 118.13, Stats., and this chapter, including a provision for written acknowledgment within 45 days of receipt of a written complaint and a determination of the complaint within 90 days of receipt of the written complaint unless the parties agree to an extension of time; except that:

(a) Appeals under 20 USC s. 1415 and ch. 115, Stats., relating to the identification, evaluation, educational placement, or the provision of a free appropriate public education of a child with an exceptional educational need shall be resolved through the procedures authorized by ch. 115, subch. V, Stats.

(b) Complaints under 20 USC s. 1231e-3 and 34 CFR ss. 76.780-76.782, commonly referred to as EDGAR complaints, that the state or a subgrantee is violating a federal statute or regulation that applies to a program shall be referred directly to the state superintendent.

(3) Notify a complainant of the right to appeal a negative determination by the school board to the state superintendent and of the procedures for making the appeal.

History: Cr. Register, October 1986, No. 370. eff. 11-1-86.

Note: Included with the department's order promulgating ch. PI 9 was the following applicability statement:

The policies required under ss. PI 9.03 and 9.04 shall be developed before August 1, 1987. Complaints of discrimination received by the board prior to August 1, 1987, may be handled by any existing complaint procedures provided that the time requirements of s. PI 9.04 are met. In the absence of any board complaint procedure or if the time requirements are not met, the complainant may appeal directly to the state superintendent. Negative decisions of the board may be appealed to the state superintendent under s. PI 9.06(1)(a).

PI 9.05 Public notice. Each board shall:

(1) Annually provide public notice of board policies on pupil nondiscrimination including the name and address of the designated employe under s. PI 9.04(1) and the complaint procedure under s. PI 9.04(2). The notice shall be a class 1 legal notice under ch. 985, Stats.

(2) Include a pupil nondiscrimination statement on pupil and staff handbooks, course selection handbooks and other published materials distributed to the public describing school activities and opportunities.

(3) Include the complaint procedure in pupil and staff handbooks.

History: Cr. Register, October 1986, No. 370. eff. 11-1-86.

PI 9.06 Evaluation. (1) In order to provide the information necessary for the state superintendent to report on the compliance with s. 118.13, Stats., as required under s. 118.13(3)(a)3, Stats., each board shall evaluate the status of nondiscrimination and equality of educational opportunity in the school district at least once every 5 years on a schedule established by the state superintendent. The evaluation shall include the following:

(a) School board policies and administrative procedures.

(b) Enrollment trends in classes and programs.

(c) Methods, practices, curriculum and materials used in instruction, counseling, and pupil assessment and testing.

(d) Trends and patterns of disciplinary actions, including suspensions, expulsions, and handling of pupil harassment.

(e) Participation trends and patterns and school district support of athletic, extracurricular and recreational activities.

(f) Trends and patterns in awarding scholarships and other forms of recognition and achievement provided or administered by the school district.

(g) School district efforts to achieve equality of educational opportunity and nondiscrimination.

(2) The board shall provide an opportunity for participation in the evaluation by pupils, teachers, administrators, parents and residents of the school district.

(3) The board shall prepare a written report of the evaluation which shall be available for examination by residents of the school district.

History: Cr. Register, October 1986, No. 370. eff. 11-1-86.

PI 9.07 Reporting. Each board shall submit the following to the department:

(1) Copies of policies and procedures under s. 118.13(2)(a), Stats., and ss. PI 9.03 and 9.04, and notices under s. 9.05, upon request of the state superintendent.

(2) An annual compliance report, including the name of the designated employe under s. PI 9.04(1); and the number of complaints received during the year, a description of each complaint and its status.

Note: Included with the department's order promulgating ch. PI 9 was the following applicability statement: by August 1, 1987, boards shall submit the first annual report to the department as required under sub. (2) and provide public notice as required under s. PI 9.05.

(3) A copy of the written report of the evaluation conducted under s. PI 9.06.

Note: Form PI 1197, *Compliance Report—Pupil Nondiscrimination*, may be obtained from Department of Public Instruction, Division for Handicapped Children and Pupil Services, P.O. Box 7841, Madison, WI 53707.

History: Cr. Register, October 1986, No. 370. eff. 11-1-86.

PI 9.08 State superintendent. (1) The state superintendent shall:

(a) Decide appeals of board decisions made under s. 118.13(2)(a), Stats., and this chapter as follows:

1. The complainant may appeal a negative determination of the board to the state superintendent within 30 days of the board's decision.

2. The complainant may appeal directly to the state superintendent if the board has not compiled with the provisions of s. PI 9.04(2).

3. The state superintendent shall utilize the procedures under ch. PI 1 to resolve appeals under this subsection.

4. If the state superintendent finds that the board violated s. 118.13, Stats., or this chapter, the state superintendent shall issue an order to comply which includes a requirement that the board submit a corrective action plan, including a schedule, within 30 days of the board's receipt of the order.

5. The state superintendent shall refer a complaint to the board for resolution if it has not been filed with the board or if the complaint is currently under consideration by the board under the complaint procedure required by s. PI 9.04.

(b) Include in the department's biennial report under s. 15.04(1)(d), Stats., information on the status of school district compliance with s. 118.13, Stats., and school district progress toward providing reasonable equality of educational opportunity and nondiscrimination for all pupils in Wisconsin.

(2) The state superintendent may:

(a) Provide technical assistance to school districts.

(b) Review the policies established by the board under ss. PI 9.03 and PI 9.04.

(c) Review school district programs, activities and services to determine whether boards are complying with this chapter and with s. 18.13, Stats. The department may review school districts on a schedule which corresponds with the audit of compliance with school district standards under s. 121.02(2) Stats. The scheduling of reviews does not prohibit the state superintendent from conducting an inquiry into compliance with this chapter upon receipt of a complaint.

History: Cr. Register, October, 1986, No. 370. eff. 11-1-86.

Project Staff 1981

CONSTANCE F. THREINEN, Project Administrator
As a specialist in women's education with University of Wisconsin-Extension, Ms. Threinen is involved with planning and administering noncredit classes and training programs. In 1975-76, she chaired a task force on sex-role stereotyping for the Wisconsin Department of Public Instruction and prepared a Plan of Action for local school districts. In 1977, she chaired the Coordinating Committee for the Wisconsin State Meeting on International Women's Year and was a delegate to the National Women's Conference. She was a member of the Board of Education in Middleton, Wisconsin, from 1966 to 1972.

MARIAN THOMPSON, Project Advisor
As associate professor in University of Wisconsin-Extension, Ms. Thompson has been instrumental on matters of public policy regarding women's status and in the provision of special programs in Wisconsin for tribal women, displaced homemakers, and women offenders. She served on the Governor's Commission on the Status of Women from 1971 until its demise in 1979. After that she was a founder of the Wisconsin Women's Network and the editor of the newsletter, *Wisconsin Women*. Ms. Thompson was a member of the Board of Education in Stoughton, Wisconsin, from 1955 to 1977.

ROBERTA GASSMAN, Project Director
Ms. Gassman has her own consulting business and has carried out many grant projects for training employers and management personnel in human relations, affirmative action, and sex equity. She co-authored a previous publication for the Wisconsin Department of Public Instruction called "Eliminating Sex Role Stereotyping in Vocational Education." She has directed Affirmative Action Management Training Programs for both the City of Madison and Dane County. She chairs Madison's Equal Opportunities Commission and also edits the newsletter of the State Affirmative Action Counsel. She received both her B.S. and M.S.S.W. and at the University of Wisconsin-Madison. Ms. Gassman was appointed as the Advisor on Women's Issues for Governor Anthony Earl.

NANCY DEUTSCH, Assistant Project Director
Ms. Deutsch is a partner in a group counseling service, Transitions, through which she teaches self-help skills, especially life/work planning and job readiness. She has also worked as a vocational counselor with Continuing Education Services at the University of Wisconsin-Madison. Currently, she is a social worker with senior citizens. She is also writing, doing oral histories, and acting in San Francisco. In that capacity, she planned and implemented an innovative career-planning project for over 300 state employees. She has provided training and consulting with both Dane County and the City of Madison Affirmative Action Management Training Programs. She has studied career planning through the American Personnel and Guidance Association and is trained in Richard Bolles' system of life/work planning. Ms. Deutsch has taught high school and has done human relations training with the Madison Public Schools. As a volunteer, she has worked at the teen clinic of the Planned Parenthood Association.

JEANETTE RIEDER, Secretary **GRETCHEN CREMER, Graphic Artist**

1981 Project Advisory Committee

Robert Clasen, Chair
Programs in Education
UW-Extension
Madison

Marlene Cummings
Governor's Advisor on Women's Initiatives
Madison

Sandra Danziger, Director
Project on Adolescent Pregnancy
Wisconsin Department of Health and
Social Services
Madison

Eugene Gibas
Continuing Education Agent
UW-Extension
Menasha

Blanche Goldberg
Former Guidance Counselor
Poynette Elementary School
Poynette

Anita Herrera
Governor's Advisor on Minority Initiatives
Madison

Anthony Mensah
Guidance Services and Work Experience and
Career Exploration Program
Milwaukee

Joan Pedro, Former Consultant
Department of Public Instruction and
Wisconsin Board of Vocational, Technical and Adult Education on Counseling of Girls and Women
UW-Madison, Department of Family
Resources and Consumer Sciences
Madison

Cyrena Pondrom, Executive Director
Governor's Employment and Training Office
Madison

Mary Poser
Board of Education
Columbus

Dennis Vanden Heuvel
Guidance and Counseling
Department of Public Instruction

Roger Williams
Continuing Education in Mental Health
UW-Extension
Madison

Dan Wiltrout, Supervisor
Work Experience and Career Exploration
Program
Madison

We also want to thank:

Barbara Bitters, Sex Equity Coordinator
Department of Public Instruction

Mary Thompson, Interim Sex Equity
Coordinator
Department of Public Instruction, 1980

141

1981 Project Needs Assessment Consultants

David Atteberry
Director of Guidance
Algoma Public Schools

Faye Bahari, Counselor
Howards Grove High School
Howards Grove

Marsha Bergren, Counselor
Central Junior High
Superior

Diane Castle, Chairman
Guidance Department
Assumption High School
Wisconsin Rapids

Diane Colby
Home Economics Curriculum Specialist
Milwaukee Public Schools

Donald Cooper, Counselor
Marquette School
Madison

1981 Pilot Schools

We would like to thank the entire staff of Gifford Junior High School, Racine, Wisconsin, for their cooperation in field-testing our materials with their students. Special thanks to Glenn Kirchner, Principal; Nancy Lindberg, guidance counselor; and Gene Kyle of the central office of the Racine Unified School District.

Bruce La Rose
Local Vocational Education Coordinator
Lincoln High School
Wisconsin Rapids

Bonnie Laugerman
Home Economics Supervisor
Milwaukee Public Schools

Liz Lusk, Counselor
Family Planning
Racine

Reiney Meisner
Local Vocational Education Coordinator
Madison Public Schools

Judy Rocque
Social Studies Teacher
Algoma High School

Dennis Van Den Heuvel
Guidance and Counseling
Department of Public Instruction

143

Project Staff (1986 Revision)

Constance F. Threinen, Project Administrator

The 1981 authors being unavailable for this revision, Ms. Threinen became both administrator and author of the 1986 revision. She worked at the University of Wisconsin as a specialist in women's education in the Department of Governmental Affairs. She has worked with the sex equity programs in the Department of Public Instruction and chairs the Advisory Committee on Human Growth and Development for the department. She retired from the University in 1989.

In her private life, she works with the League of Women Voters and the Wisconsin Women's Network on women's issues and sex equity.

Judy Borree, Consultant

Ms. Borree has an M.S. in social work from the University of Wisconsin-Madison. For about ten years, she was connected with the University, first holding a joint appointment with the Madison Public Schools, teaching and supervising social workers. Subsequently she became a clinical faculty member in the School of Social Work. Earlier she had been a therapist at the Children's Treatment Center in Madison.

Anne Topham, Consultant

Ms. Topham's M.S. degree is in counseling and guidance from the University of Wisconsin-Madison where she has also done advanced work in educational policy studies. She was employed by the University in administration, working with students, staff, and faculty. She has worked extensively as both a volunteer and a professional with youth groups, primarily Campfire Girls and Girl Scouts.

Together Anne Topham and Judy Borree run Fantome Farm and produce French-style goat cheese.

Melissa Keyes, Department of Public Instruction

Ms. Keyes is Sex Equity Consultant, Cultural and Equity Section, Wisconsin Department of Public Instruction, a program funded by Title IV of the Civil Rights Act of 1964. She works with school districts to provide technical assistances print and audiovisual materials to enhance their sex equity efforts. She is available upon request to provide training and consultation to local school districts.

Barbara Storm, UW-Extension, Graphics